DOCUMENT RESUME

ED 390 386 IR 055 710

AUTHOR	Quigley, Thomas; And Others
TITLE	Vancouver Public Library Literacy Evaluation Project.
INSTITUTION	Vancouver Public Library (British Columbia).
SPONS AGENCY	British Columbia Ministry of Skills, Training and Labour, Victoria.; Human Resource Development Canada, Ottawa (Ontario).
REPORT NO	ISBN-0-7718-9421-X
PUB DATE	94
NOTE	188p.
AVAILABLE FROM	Vancouver Public Library, 350 West Georgia St., Vancouver, British Columbia, Canada V6B 6B1 (free).
PUB TYPE	Statistical Data (110) -- Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Comparative Analysis; Data Analysis; *Evaluation Methods; Evaluation Research; Foreign Countries; *Library Services; Library Standards; *Library Surveys; Literacy Education; Models; *Outreach Programs; *Public Libraries; Public Opinion; Research Methodology; Tables (Data); Telephone Surveys
IDENTIFIERS	Adult New Readers; *British Columbia (Vancouver)

ABSTRACT

This report presents a systematic review of the literacy services of the Vancouver Public Library (British Columbia), both to determine if those activities met the needs and expectations of local adult learners and to see if those activities compared favorably with general standards and with other libraries' literacy services. Data was collected by several means: (1) through focus group sessions with library staff, learners, and the community at large; (2) through a survey of staff awareness of the current level of literacy activity; (3) through observational site visits; (4) through a telephone survey of libraries across Canada and the United States; and (5) through a comparison of the library's literacy materials holdings to lists of essential and recommended items. Many of the evaluative instruments and methodologies are included or explained in detail to serve as a model by which other libraries could conduct similar research. Each section includes a presentation of the results of those individual procedures, often in table form, and of recommendations that emerged from the data collection. Recommendations include, but are not limited to: striving for more personalized assistance to learners, considering the input of learners when purchasing and arranging literacy materials, assuming a more visible role in promoting and funding local literacy efforts, enhancing the cataloging of literacy materials, emphasizing the purchase of high-interest general materials over workbooks, and training the staff in literacy issues. A list of 85 recommended readings is provided. Sixteen appendices offer not only sample mission statements, forms, and questionnaires but also focus group comments, tabular results, a map of the library system, and a literacy activities checklist. (Contains 36 tables.) (BEW)

ED 390 386

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

VANCOUVER PUBLIC LIBRARY

LITERACY EVALUATION PROJECT

by

Thomas Quigley

Stephanie Kripps

Tim Firth

Vancouver Public Library
Vancouver, B.C.

for the
Province of British Columbia
Ministry of Skills, Training and Labour
and
Human Resources Development Canada,
National Literacy Secretariat

1994

IR055710

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Thomas Quigley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

VPL

VANCOUVER PUBLIC LIBRARY

LITERACY EVALUATION PROJECT

by

Thomas Quigley

Stephanie Kripps

Tim Firth

Vancouver Public Library
Vancouver, B.C.

for the
Province of British Columbia
Ministry of Skills, Training and Labour
and
Human Resources Development Canada,
National Literacy Secretariat

1994

For further information on public library service in British Columbia contact:

The Director

Library Services Branch

Ministry of Municipal Affairs

3rd Floor, 800 Johnson Street

Victoria, B.C.

Canada V8V 1X4

For further information regarding Vancouver Public Library contact:

The Director

Vancouver Public Library

750 Burrard Street

Vancouver, B.C.

Canada V6Z 1X5

Canadian Cataloguing in Publication Data

Quigley, Thomas
Vancouver Public Library literacy evaluation project

Includes bibliographic references: p.

ISBN 0-7718-9421-X

1. Literacy program - British Columbia - Vancouver - Evaluation. 2. Public libraries - British Columbia - Vancouver - Service to the illiterate - Evaluation. I. Kripps, Stephanie, II. Firth, Tim. III. British Columbia. Ministry of Skills, Training and Labour. IV. Canada. National Literacy Secretariat. Human Resources Development. V. Title.

LC154.2.Q5 1994 374'.012 C94-960344-9

Copyright 1994 Province of British Columbia Ministry of Skills, Training and Labour

Libraries provide service in the name of literacy, but is this always successful in meeting the expectations of staff, literacy providers and learners, and the community at large?

With funding at a minimum and the need to address literacy becoming more urgent, there is need for systematic review.

This report is the result of such a review.

WHAT'S IN HERE FOR ME?
A GUIDE TO THIS REPORT

This Report is LONG. That's because it not only tells you what we found out, but also shows you our statistics and tells you how we did our work. Most people probably won't want to read all of it, so here are some short cuts on where to look for information. Use the **"Table of Contents"** on page 3 to find out where the sections are.

- If you're interested in a quick look at the Project's findings without going into a lot of details, go to the **"Summary and Recommendations"**. Putting together all of the headings for each group of recommendations will give you an idea of all the topics covered by them.
- If you're interested in finding out more about a recommendation, or suggestion/comment on how to carry it out, look at the pages given in the **("Go to...)"** statement at the end of each recommendation in the **"Summary and Recommendations."**
- If you're interested in the connection between public libraries and literacy, go to **"Libraries and Literacy Services."**
- If you're interested in Vancouver Public Library's work in literacy up until the time that this Project started, go to **"Background."**
- If you're interested in what people told us about our literacy services and their suggestions for things that the Library might do, go to **"Focus Groups"** and **"Appendix D."**
- If you're interested in how our literacy services compare to other libraries in Canada and the United States, go to **"Telephone Survey."**
- If you're interested in what outside experts thought of this report, go to **"Appendix P."**

Is there anything in this report for LEARNERS? Most definitely YES.

- There are a number of recommendations that specifically talk about learners and the Library. They've grouped together in the **"Summary and Recommendations."**
- **"Focus Groups"** and **"Appendix D.ii."** contain many comments and suggestions from learners on what the Library does and might do.

ACKNOWLEDGMENTS AND THANKS

We would like to thank the British Columbia Ministry of Skills, Training and Labour, and the National Literacy Secretariat for making funding available through the Cost-shared Literacy Projects Grant Program for work like this.

We must acknowledge the individuals who watched over us and guided us along the way:

- Judy Capes, the Library's Deputy Director, whose door was always open to us
- our Advisory Board, who kept us on track to achieve our goals and objectives
- our team of outside experts, whose interest and patience kept us pulling to the end.

We are particularly grateful to all those who participated in focus groups, made themselves available for interviews or submitted written comments. Vancouver Public Library staff were especially gracious about participating in yet another special project, during a time when staff workloads were already full and the Library system was going through so many changes.

Special thanks to Sharon Lou-Hing and Alcina Pequeno who cheerfully endured section reorderings, text rewrites and the "dreaded" tables, to produce what you are reading now.

TABLE OF CONTENTS

PAGE

What's in Here for Me? A Guide to This Report 1

Acknowledgements and Thanks 2

Table of Contents 3 - 4

List of Tables 5 - 7

Summary and Recommendations 9 - 12

Introduction

General Comments 13
Evaluation: Why Do We Care? 13 - 14
How This Project Came About 14 - 16
Searching the Literature 16 - 18
Libraries and Literacy Services 19

Background

Vancouver Public Library and the Literacy Issue: A History 21 - 23
Literacy Evaluation at the Library 24

The Process

Introduction 27
Focus Groups 29 - 42
Experts' Evaluation of Collection and Services 43 - 44
Staff Awareness Survey 45 - 49
Site Visits and Observations 51 - 52
Telephone Survey 53 - 57
Circulation of Literacy Materials 59 - 69
Literacy Collection Analysis and Access 71 - 89
Literacy Bibliographies 91 - 95
Written "Standards" Comparison 97 - 100

Bibliography 101 - 106

TABLE OF CONTENTS

PAGE

Appendixes

Appendix A: Project Organization 107 - 108

Appendix B: Sample Literacy Committee Annual Report 109 - 111

Appendix C: List of Focus Groups and Number of Participants 113 - 114

Appendix D: Focus Groups' Comments - 115 - 132
  I. Library Community Comments 116
  II. Education Community Comments 122
  III. General Community Comments 129

Appendix E: International Literacy Symbol 133 - 134

Appendix F: Sample Site Visits Form 135 - 136

Appendix G: Sample Site Visit Observations 137 - 138

Appendix H: Staff Awareness Survey: Individual Groups' Results 139 - 144

Appendix I: Literacy Activities Checklist 145 - 148

Appendix J: Covering Letter for Telephone Survey 149 - 150

Appendix K: Telephone Survey: Individual Libraries' Results 151 - 156

Appendix L: Vancouver Public Library System Map 157 - 158

Appendix M: Action for Literacy Statement from the Canadian Library Association Action for Literacy Interest Group 159 - 161

Appendix N: Ontario Library Association Literacy Services Guild's Questionnaire on Literacy Services in Ontario Public Libraries 163 - 168

Appendix O: "Priorities for Literacy in Canada" article from LitLines 2 (Summer, 1993) 169 - 179

Appendix P: Outside Experts' Comments 171

LIST OF TABLES

		PAGE
Table 1.	Learning Centre Program Statistics: April 1992 - March 1993	25
Table 2.	Direct Expenditures on Literacy Activities at Vancouver Public Library	25
Table 3.	Breakdown of Focus Group Comments by Topic and Group	41
Table 4.	Staff Awareness Survey Results	48
Table 5 (a).	Staff Awareness Survey - The Right Answers	48.1
Table 5 (b).	Staff Awareness Survey Items Answered Incorrectly by Half (50%) or More of a Staff Group's Members	49
Table 6.	Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in North America	56
Table 7.	Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in British Columbia	57
Table 8.	Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Canadian Public Libraries outside of British Columbia	57
Table 9.	Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in the United States	57
Table 10.	Literacy Materials Circulation Figures for Central Branch	63
Table 11.	Literacy Materials Circulation Figures for North and West Areas	64
Table 12.	Literacy Materials Circulation Figures for South and East Areas	65

LIST OF TABLES - cont'd

PAGE

Table 13. Circulation Figures for Literacy and English as a Second Language Materials 66

Table 14. Turnover Rate for Literacy and English as a Second Language Materials: Jan. 1 - Apr. 15, 1993 67

Table 15. Literacy Collection Users Snapshot - April 7, 1993: Preferred Reading Language 68

Table 16. Literacy Collection Users Snapshot - April 7, 1993: Sex 68

Table 17. Literacy Collection Users Snapshot - April 7, 1993: Age 68

Table 18. Literacy Materials Circulation Compared to Total Library Materials Circulation 69

Table 19. Literacy Call Number Cutter #1's and Their Meanings 76

Table 20. Number of Titles by Format for each Vancouver Public Library Literacy Collection Subject Area 76

Table 21. Number of Titles by Format for each Allen. The Reading Place Booklist Literacy Collection Subject Area 77

Table 22. Number of Titles by Format for each Project Learn Books for Adult New Readers Literacy Core Collection Subject Area 78

Table 23. Breakdown by Format for each Vancouver Public Library Literacy Collection Subject Area 78

Table 24. Breakdown by Format for Allen The Reading Place Booklist Literacy Collection Subject Area 79

LIST OF TABLES - cont'd

PAGE

Table 25. Book/Audiovisual (A/V) Materials Ratio in the Vancouver Public Library (VPL) Literacy Collection and in the VPL Collection Overall 79

Table 26. The Top 5 Subject Areas by Percentage in the Vancouver Public Library Literacy Collection, Allen's The Reading Place Booklist and Project Learn's Books for Adult New Readers Literacy Core Collection 80

Table 27. Literacy Sample Collection DYNIX Bibliographic Record Numbers: Sorted by Number 81

Table 28. Literacy Sample Collection DYNIX Bibliographic Record Numbers: Sorted by Subject 81

Table 29. Literacy Sample Collection Circulation Statistics 82

Table 30. Circulation Status and Turnover Rates for Subject Areas in the Literacy Sample Collection (Book materials) 83

Table 31. Circulation Status and Turnover Rates for Subject Areas in the Literacy Sample Collection (Audiovisual materials) 84

Table 32. Top 5 Subject Areas in the Literacy Collection According to Current Circulation Status and Turnover Rate 85

Table 33. Literacy Sample Collection Circulation Statistics by Subject Area - Use of Materials from a Branch's Collection versus Use of Materials signed out in that Branch but coming from other Branches' Collections: Parts I - IV 86 - 89

Table 34. Comparison of Vancouver Public Library Literacy Collection Holdings to Four Literacy Material Bibliographies 95

Table 35. Comparison of Literacy Activities conducted by Vancouver Public Library with Checklist Derived from Haabniit's Libraries, Learners and Literacy 99

Table 36. Comparison of Literacy Activities Conducted by Vancouver Public Library with the Harvey Davis/FitzGerald Checklist (Library Journal, Jan. 1991) 100

SUMMARY & RECOMMENDATIONS

SUMMARY

This document is the report of Vancouver Public Library's Literacy Evaluation Project. This Project arose out of the need for the Library to review its literacy activities systematically and thoroughly, to compare its provision of literacy services to any available standards and other libraries' activities, and most importantly, to see if Library activities meet the needs and expectations of the local literacy community. We evaluated services offered both internally to staff and externally to patrons in the Vancouver community.

The Project is the first of its kind in Canada, and a review of library and literacy literature showed no guidelines or models that could be followed, only adapted. Consequently, this document can be used as a model by other libraries who wish to conduct similar studies. You can read comments about this Project from outside experts in the literacy field in ***Appendix P***.

We used a variety of procedures to carry out the Project. Most significant was the use of focus group sessions with library staff, learners and the community at large, where we asked open questions to encourage free discussion on anything related to libraries and literacy. Some of the other Project activities that took place were: surveying staff awareness of the current level of activity; site visits for observation; comparison of the library's literacy holdings with lists of essential and recommended items and a telephone survey of literacy activities in other public libraries across British Columbia, the rest of Canada and the United States.

This report also contains a history of Vancouver Public Library's involvement with the literacy issue.

RECOMMENDATIONS:

The "***Go to***" statement at the end of each recommendation tells you what pages of the full report to look at if you want more detail or further suggestions/comments on how to carry out a recommendation. The numbering of the recommendations relates to their order in the report. It has nothing to do with their priority.

Literacy Committee

(1) That the Library's Literacy Committee assume a leadership role in the discussions and decision making that arise from this Project's work. [***Go to page 16.***]

(12) That the Literacy Committee review its orientation procedure for new Committee members to ensure that they are fully aware of the Committee's role and responsibilities. [***Go to page 47.***]

(14) That the Literacy Committee conduce a more in-depth analysis of literacy services and how they are perceived at the Library, by conducting individual interviews with each of its members and compiling the results. [***Go to page 47.***]

RECOMMENDATIONS - cont'd

Literacy and ESL

(3) That proportionately similar resources be allocated to the needs of learner Library patrons as is allocated to English as a Second Language Library patrons. [***Go to page 34.***]

(15) That the Library continue its arrangement with Vancouver Community College in providing library space for their programs of instruction, but discuss with them possible ways of dedicating further class time for Literacy learners as well as English as a Second Language learners. [***Go to page 55.***]

Learners

(2) That the Library strive for a friendlier, more welcoming atmosphere. [***Go to page 34.***]

(5) That more personalized, one-to-one assistance be available for learners. [***Go to page 35.***]

(6) That the Library regularly use the direct input of learners when planning services intended for them. [***Go to page 36.***]

(8) That the Library improve the arrangement of and access to materials for learners according to the general ideas offered by learners. [***Go to page 38.***]

(30) That the Library regularly use the direct input of learners when purchasing material. [***Go to page 94.***]

Literacy Activities at the Library

(7) That the Library assume a more visible leadership role in the promotion and advocacy of literacy in general, as well as materials and services in particular. [***Go to page 37.***]

(9) That the Library create an on-going librarian position for a Literacy Services Coordinator. [***Go to page 39.***]

(16) That the Library investigate the possibility of establishing a Central Literacy Telephone Number. [***Go to page 55.***]

(17) That the Library look into providing funding to support local literacy efforts. [***Go to page 55.***]

(18) That other activities listed in the Telephone Survey that the Library doesn't currently do, be considered as possible goals as the Library reviews its direction and policies in general. For example: providing a demonstration Literacy collections; following up on library referrals relating to literacy matters. [***Go to page 55.***]

(22) That the Library review its Library card application process to ensure that staff are providing consistent information to patrons' inquiries and that staff are following standard procedures. [***Go to page 62.***]

RECOMMENDATIONS

Planning & Policy

(34) That the Library use the Haabniit (Libraries, Learners and Literacy) and Harvey Davis/Fitzgerald (Library Journal Jan. 1991) checklists as points of departure, as "visions", for continued development of its literacy services. [***Go to page 98.***]

(35) That the Library consider the implementation of action suggested in both Haabniit and Harvey Davis/Fitzgerald checklists, focusing on those not currently in place. For example: distributing library promotional materials where learners go; having a "Literacy Column" in the Library Newsletter and Annual Report; forgiving charges for replacement Library cards for learners; determining and indicating reading level on learner materials. [***Go to page 98.***]

(36) That Library Administration review the "Action for Literacy Statement" (Canadian Library Association's Action for Literacy Interest Group) and the "Priorities for Literacy in Canada" statement (LitLines, Summer, 1993) and consider endorsing them as Library Policy. [***Go to page 98.***]

Literacy Statistics

(19) That the Library continue to circulate literacy material in all formats, and use the statistics generated as a sign of user demand and guidance for development of the literacy collection. [***Go to page 62.***]

(20) That the Library take the circulation statistical information generated here and use it as the base of comparison for any further collection of literacy material circulation statistics. [***Go to page 62.***]

(21) That the Library incorporate the gathering of literacy material circulation statistics into its systems analysis process and carry it out on a regular basis. [***Go to page 62.***]

(26) That the Library gather literacy collection circulation statistics at the individual item and Branch level, and use these statistics as a gauge of demand for individual literacy collection subject areas and formats within these areas. [***Go to page 75.***]

(27) That Library Branches use the kind of statistics gathered in Table 33 as the basis for the development of Branch Literacy Collection Development Profiles, to be reviewed at regular intervals. [***Go to page 75.***]

RECOMMENDATIONS

Access to Materials

(24) That the Library review with its Technical Services Section the issue of full cataloguing of literacy non-fiction book materials. [***Go to page 75.***]

(25) That the Library review with its Technical Services Section the assignment of subject headings to literacy non-fiction book materials. [***Go to page 75.***]

(33) That the Library review its processing of literacy materials to see if their accessibility is appropriate for the target audience. [***Go to page 94.***]

Collection Development

(23) That the Library include a statement on buying literacy materials in its Collection Development Policy Manual. [***Go to page 75.***]

(28) That the Library continue to purchase literacy materials from recognized sources, but with less emphasis on workbooks and more emphasis on high interest general materials, as suggested by learners in the Focus Groups. [***Go to page 93.***]

(29) That in the absence of commercially available published material of the kinds noted, the Library assume partnership and/or advocacy roles to increase the availability of the desired materials. For example: materials by, for and about Natives; very beginning level materials. [***Go to page 93.***]

(31) That the Library review its monitoring of special topics in the literacy field and bibliographies of materials on special topics, and collect materials to support such topics accordingly. For example: family literacy, workplace literacy, computer-assisted literacy learning. [***Go to page 94.***]

(32) That the Library continue to collect literacy materials bibliographies and use them to both evaluate and develop its literacy collection. [***Go to page 94.***]

Staff Awareness

(4) That the Library provide more staff training on literacy issues and resources. [***Go to page 35.***]

(10) That the result of this Project's Staff Awareness Survey be used in planning the training of staff on literacy issues and resources. [***Go to page 47.***]

(11) That the Library include literacy training as part of its training of the whole, so that all staff will have an awareness of the literacy issue and the literacy services that the Library offers. [***Go to page 47.***]

(13) That a Staff Awareness Survey on literacy at the Library be conducted on a regular basis, and that the results of this initial Staff Awareness Survey be used as a base of comparison for future surveys. [***Go to page 47.***]

INTRODUCTION

General Comments

The term 'literacy' has many different definitions (Watson, pp. 3-9). In this Project, we use the definition developed by Statistics Canada in its survey of adult literacy in Canada:

> *"The information processing skills necessary to use the printed material commonly encountered at work, at home, and in the community"* (Adult Literacy in Canada, *p.14*).

It should be emphasized that this report only deals with literacy services to adults, a requirement of our funding. We do recognize, though, that libraries play a strong role in the promotion of children's literacy skills with storytimes, reading programs, book talks and other activities (Scheel, pp. 19-20).

Whenever possible, evaluation is retrospective to 1989, the year Vancouver Public Library began to keep statistics on literacy activities and literacy collection. However, since most of the evaluation data is being collected for the first time, changes over the years since then are not measurable. This data (and the report in general) will, of course, form a baseline for evaluation in years to come. The Project Team recognizes that because so much time has passed since the Project began in 1992, many of the results are now "historical" information. It is inevitable in projects like this, that gathered information will become dated. The Team has addressed the issue of ongoing information gathering in several of the report's recommendations.

The order in which recommendations are presented in this Report reflects the order of presentation, not of priority.

We are very aware that this document will be read by many non-librarians, so we have tried to write it in as "Plain English" as possible with background or explanations as appropriate. Reference to libraries throughout the report means public libraries, unless indicated otherwise. We chose to use the term "learners" to describe adult students. The term "English as a second language" is abbreviated as "ESL" in this report.

Evaluation: Why Do We Care?

In the Collins COBUILD English Language Dictionary the word "evaluate" means to "decide on something's significance, value or quality after carefully studying its good and bad features" (p. 481). It is important for the success of services and programs to be able to describe their current performance and to have a "vision of their excellence." The evaluation process allows you to do this, to determine the degree by which services and programs are moving toward their respective vision.

Evaluation: Why Do We Care? - cont'd

Evaluation results can be useful in many ways. In Vancouver Public Library's context, evaluating literacy service is ultimately needed to answer those who might ask "Why literacy in libraries?" Telling what we do and with what results, helps to demonstrate the Library's role. We are an institution funded by public taxes. Doing evaluations shows that we are responsible and accountable to the fact that public funds are used to serve our patrons' needs. In times of restraint an evaluation can also help see if ongoing commitment of funds, staff time and other resources are effectively meeting a need. The relationship between evaluation and seeking outside funding is a strong one; the use of evaluation and proposed evaluation plan results in the grant application process, can help assure the potential funder that the dollars will be spent wisely. Staff expertise and commitment can be better channelled in the work, and planning the future is easier when accurate information is available to base options on, and to answer questions. Evaluation helps assure that decisions based on program change are based on actual program features rather than solely on the instinct of those involved (New York State Education Department, chapters 2 and 7; Johnson "Measuring," p. 35).

How This Project Came About

The Literacy Evaluation Project came about because the Library needed to ask itself how it was doing. We have been actively involved in literacy service since the late 1980's, but until this Project, there had not been an opportunity to stop and reflect on what we do in a systematic, thorough and critical manner. We certainly had been doing things in the name of literacy, but were we meeting the expectations and needs of our community, as well as those of our own staff? This project was to find that out. The increased visibility of the literacy issue since 1990 had raised public expectations. In addition, the timing of such an evaluation couldn't have been better from a library planning perspective. With the building of a new community branch in the Renfrew area of Vancouver and the planned move of the Central Branch to a new site in 1995, it was important to undertake this process at a time when planning for the future is so important.

How This Project Came About - cont'd

The Project's goals and objectives were as follows:

- To give the Library an opportunity to reflect on current literacy activity and ask the question: "In what ways do we or do we not meet the needs of the literacy community through all this activity?"
- To review and consolidate the history of Vancouver Public Library's involvement in literacy activities
- To compare Vancouver Public Library's provision of literacy services to any standards that may be available
- To compare Vancouver Public Library's provision of literacy services to that of other selected public libraries
- To serve as a model for evaluation of literacy services to other libraries who may wish to conduct similar studies.

As a result of the Cost-shared Literacy Projects Grant Program's emphasis on outside evaluation, two mechanisms were put into place. An Advisory Board was struck which consisted of representatives from the Library, the local learner and the local literacy educational communities. This Advisory Board monitored the Project over the course of its work. A group of outside experts from the local, provincial and national literacy communities was also invited to review and comment on the next-to-last version of the Project's report. Once again, people representing the literacy, learner, and educational communities were included and representatives from the academic community were also invited to participate. (see: ***Appendix A*** for details) The comments of these outside experts are reproduced in ***Appendix P***.

Staff were seconded from within the Library system for the Literacy Evaluation Project. The Deputy Director was the Project Manager and a team of librarians reported to her. The Team originally consisted of two persons, to be supplemented by a researcher to do the bulk of the field work. However, it was realized after the researcher had begun, that his contribution was much more valuable than to just do his job, and submit a report at its end. His field experience and resulting intuition were clearly assets that couldn't be let go, so he became part of the Team as well.

The Project Team felt that its responsibility was to review and evaluate in the most comprehensive manner and present recommendations that reflected that comprehensive approach. It did not feel that prioritizing recommendations and creating a timeline for implementation fell within its mandate. The Team felt that the prioritizing and implementation would arise out of the discussion and reaction to the report; in particular, we saw the Library's Literacy Committee playing a pivotal role in leading the discussion and the decision-making process.

How This Project Came About - cont'd

RECOMMENDATIONS:

1. That the Library's Literacy Committee assume a leadership role in the discussions and decision-making that arise from this Project's work.

When a project like this starts, a community literacy assessment is usually done so a "picture" of the existing literacy services and needs in the area can be developed. (Johnson "Needs"; Scheel, pp. 31-44). We didn't do such an assessment because one had been previously done for us (Fawcett 1987) and because recent statistics and information had confirmed that Vancouver's situation had not changed in any significant way. The Statistics Canada survey of 1989 showed that overall only 12% of Vancouver's population were classified as having little or no reading and writing skills. This level varied across the City, from 12% on the West Side to 41% on the Downtown Eastside (Adult Literacy, p.30; Linda Kalman "Literacy Learners" p. [1]).

Searching the Literature

Evaluation projects usually start with a search for previous frameworks or models that can be followed. We did this as part of the background to this Project. We searched for information in the library literature and in the literacy literature. We spoke to colleagues in the field and resource centres in the field. What did we find? We found more comments on the lack of information on the evaluation of literacy programs than we found guidelines or models. Debra Wilcox Johnson comments in Library Trends:

> *There is, however, a lack of understanding on how to effectively evaluate literacy programs in libraries...Overall, the evaluation project primarily addresses the general question: 'Did you meet the objectives set for your project?' (Johnson, "Evaluation," p. 311).*

There is a good review of literature on libraries and literacy from 1979 to 1988 in Libraries: Partners in Adult Literacy (1991). Authors Johnson, Robson, and Zweizig note a "rising concern over the need to evaluate the impact of library literacy programs" (Johnson, Libraries, p. 126) and point out:

> *Another void is evaluation of program impact. This part of the library literacy planning process is not adequately covered, and librarians are beginning to search for appropriate evaluation techniques (Johnson, Libraries, p. 131).*

Searching the Literature - cont'd

In more recent literature (from 1990 on) we were only able to identify a few more items that addressed the evaluation of literacy services in public libraries. These were:

- Evaluating Library Literacy Programs. (New York State Education Department);
- Libraries: Partners in Adult Literacy. (Johnson, Libraries); and
- Evaluation of Adult Library Literacy Programs. (Zweizig, Evaluation).

We found little relevant Canadian information, except for a section in Scheel (pp. 112 - 113). The extensive libraries and literacy bibliography published in 1990 in Canadian Library Journal (Valentini) contained no general discussions on evaluation. In the end, what Canadian information we did receive, whether historical information or reports on current activities, was through networking, not through print sources.

Although the materials that we found gave us several excellent ideas and models to follow or adapt, there was still no single model we could use as a guideline for the type of study we wished to pursue. The existing literature on evaluating library activities, thin to begin with, mainly addressed evaluation of specific programs. For example, it wasn't hard to find guidelines on evaluating students' literacy classes in a library; or a sample questionnaire for tutor-learner evaluation of a library-literacy program (RPL; Regina Public Library, "Tutor"; Regina Public Library, "Learner"). Nor was it especially difficult to find examples of libraries evaluating specific, short-term literacy projects which they conducted for a few months or a year, for example Hamilton Public Library, or finding libraries such as Calgary Public Library, where evaluation was seen to be an ongoing function and not one that was only done when the activity to be evaluated had come to an end. But we could find no models or guidelines whatsoever for the type of evaluation we wished to conduct: a review of the effectiveness of all the services we provide for learners with a view to answering these very broad questions:

- In what ways are we or are we not meeting the needs of the learners for whom our various collections and services are intended?
- If we are not, in what ways might we need to change our activities in order to meet their needs?

Because we couldn't find materials specific to the type of project that we were beginning, we broadened our search to include information on evaluation procedures in libraries in general. There we found some information that we took into account in our work. Lancaster's The Measurement and Evaluation of Library Services was useful. It suggests that a library's collection can be evaluated for quality in two ways:

- by comparison against standard lists; and
- by subjective evaluation by an expert (Lancaster, p. 174 - 75).

Searching the Literature - cont'd

Lancaster also reminds us to focus on use of the collection: even the (larger) highest quality collection remains of minimal value if it gets only minimal use, and he alerts us further to what he calls the "principle of least effort" - the ease of use of the collection. He considers location, accessibility, labelling and browsability as highly important features in evaluation (Lancaster, pp. 312 - 319). The importance of these factors is confirmed in various books on establishing adult literacy collections in libraries (Allen, Guidelines, p. 5; Bayley, pp. 12 - 15; Scheel, pp. 104 - 109).

Finally, this project wholly subscribed to the philosophy expressed in Lancaster, that

> "*The public services of a library must be measured ultimately in terms of degree of user satisfaction*" (Lancaster, p. 13).

In this project we adopted a number of different approaches to evaluate our services to learners, but the reader will see that the greatest amount of attention is given and the greatest number of recommendations is derived, from the focus group sessions we held with learners themselves. Salter and Salter say it best in their Literacy and the Library. They remind evaluators to ignore "what looks innovative, original, exciting, or dynamic" and focus on "Does it work? Is it meeting or at least approaching its goals?" (Salter, p. 103).

When we broaden our search in the general literacy literature, we found a few more items that gave us some ideas to use. These materials included:

- Literacy Audit for Social Agencies (Bell)
- Put it on the List... (United Way)

In general, there was very little written on evaluating literacy services in the library setting. We were surprised. We thought that with 1990 being The United Nations-declared International Year of Literacy, libraries would have felt compelled to reexamine their work in the area, and that those libraries that had been actively involved with the literacy movement for some time would be reconsidering their roles, examining the scope of their commitment, and reappraising their collections ("Celebrities," p. 164). But our findings were not unusual; we found in the general literacy literature that there was a general trend in the literacy movement to identify a need for evaluation. It was identified as one of the current major issues needing attention (White, pp. 30 - 31; Crandall, pp. 4 - 5).

Libraries and Literacy Services

Libraries and the literacy issue have a long involvement with each other. As an institution whose primary focus is reading, and whose mandate includes responding to community needs, libraries try to have the right material for the right person at the right time; that includes literacy learners, tutors and other providers. It is clear that literacy has an important role in libraries' workings. The public library is the "people's university," a resource for lifelong learning and information needs; literacy fits naturally into this picture. Libraries are often more accessible and less threatening than schools for learners. (Thomas, Exemplary, p.27; Scheel, chapter 2; Monroe) Unfortunately libraries haven't, until recently, been very good at getting the word out to the general community about themselves and their involvement in the literacy issue.

Literacy services in public libraries are normally grouped into three categories:

- ***Literacy collections;***
- ***Literacy instructional programs;***
- ***Literacy support services.***

These categories can be defined in terms of what libraries actually do. For example, the ***literacy collections*** category includes the basic activities of providing print and audiovisual materials for learners, tutors and other providers. Providing microcomputers and basic skills software is another related activity. Creating new materials - such as books, audio recordings, video recordings, or microcomputer software - complements the collecting process of this category.

In the ***literacy instruction*** category, the primary activities include recruiting, training, and placing volunteer tutors and recruiting and placing students. The Library in this role also may conduct these activities jointly with another literacy provider or in support of literacy projects in the community. Another feature of this role is raising staff awareness of the literacy issue, of the characteristics of people who can't read or write well, and of the general needs of learners.

In the ***literacy support services*** category, the activities incorporate many cooperative efforts, such as jointly publicizing area literacy services, participating in a literacy coalition, referring persons in need of literacy education to the appropriate providers, and advocating the literacy issue. This role also includes providing library facilities for tutoring, classes and tutor training sessions.

Given different community needs and community services, it is natural that library involvement in literacy will vary. It is not a simple case of a library either being involved or not. Instead, it is accepted in this study that libraries will emphasize different roles in their literacy services and may select activities from any of the three categories that best fit their own situation (Johnson, Libraries, pp. 8 - 9).

BEST COPY AVAILABLE

BACKGROUND

Vancouver Public Library and the Literacy Issue: A History

Vancouver Public Library has a history of helping people in the community with limited literacy skills. Our commitment is reflected in the Mission Statement which was developed in 1989:

> *"Through its staff, resources and facilities, [Vancouver Public Library] enables all members of the community to benefit from self-directed lifelong learning and recreation."* **(Vancouver Public Library, 1989).**

Since 1978, the Library has systematically developed collections in support of Adult Basic Education, English as a Second Language and Literacy materials for learners, tutors, new Canadians and professionals in the field. In that year Vancouver Public Library and Vancouver Community College agreed to the joint operation of Learning Centres in selected Library Branches - Britannia, Mount Pleasant, South Hill and in 1981, at Hastings. The College provides tutors and study materials for use in the Centres, and the Library provides study space and materials in its collections for people to take home. In 1986, a further Learning Centre was opened at the Central Branch. (In 1992, this particular Centre was moved to a location outside of the Library system due to lack of space) It is hoped that the new Renfrew Branch, due to open in 1994, will include a Learning Centre. The feasibility of including a Learning Centre in the new Central Library, due to open in 1995, is now being examined (Collver, 1992; Kripps, 1992). Table 1* shows Learning Centre program statistics for the latest period available.

The first formal discussions on literacy at the Library took place in 1984; in the Five-Year Plan developed in 1985, one of the objectives was "to investigate the need for and the cost of a literacy program" (Vancouver Public Library, 1985, goal 1, objective 16). In 1986 Vancouver Public Library joined Project Literacy BC to network and share information with the literacy community at large. In mid-1987, Library staff prepared a literacy report with recommendations for the Library Board and in September 1987, the Board passed motions reaffirming an ongoing commitment to the Adult Literacy issue and continued involvement with the Vancouver Community College Learning Centre program and Project Literacy BC. Other recommendations were deferred because the Board requested that a report be prepared which would outline the Library's role in literacy, offer a possible model to follow and present plans for implementation (Capes, 1987; Capes, July, 1988). Later that Fall, the Library obtained the services of a graduate student from the University of British Columbia School of Librarianship who worked with Vancouver Community College staff members to prepare a report on the literacy issue. Gerald Fawcett and Riina Tamm assessed the situation regarding literacy services of that time, prepared resource lists, discussed the potential role of the Library and made recommendations for a program the Library could follow. (Fawcett, 1987)

---

* on page 25.

Vancouver Public Library and the Literacy Issue: A History - cont'd

A report based on Fawcett and Tamm's work was presented to the Library Board in November 1988. Various options for Vancouver Public Library to pursue in providing literacy services were recommended, including expanding the circulating collection at all appropriate sites, not just those having Learning Centres; evaluating Learning Centre Branch collections; improving signage; beginning staff sensitization and awareness programs; and continuing ongoing involvement with various local literacy organizations (Capes, November 1988). Meanwhile, as a result of recommendations in the Fawcett/Tamm report, VPL had applied for and received a $2,000 grant from the Koerner Foundation in Summer 1988 to expand circulating Adult Basic Education material collections in Branches with Learning Centres (Capes, "Koerner" [memo to Del Tait, et al], August 5, 1988; Capes, "Koerner" [memo to Thomas Quigley, et al], August 5, 1988).

The November 1988 report was approved by the Library Board and a committee of two staff members was struck to coordinate the ordering of materials. An evaluation of the Adult Basic Education collections at Learning Centre Branch sites and Carnegie Branch was done, and a bibliography of materials was prepared (Bell, 1988; Capes, November 24, 1988; Quigley, 1988; Kalman, Vancouver; Quigley, Vancouver). Visits to non-library Learning Centres in Vancouver and surrounding municipalities were made to enlarge the picture of the needs of Adult Basic Education students. In 1989, this Committee's mandate was enlarged and it worked on specific projects arising out of the November 1988 report's recommendations (Capes, February 6, 1989).

As a result of all the activity generated during 1990, the International Literacy Year, the Committee expanded to eight members, and its responsibilities and commitment have continued at that level to the present day. Currently, its terms of reference are to:

- develop, recommend and implement Vancouver Public Library policy on the literacy issue;
- coordinate the provision of literacy services throughout the Vancouver Public Library system in the areas of:
    - collection development
    - programming
    - community outreach
- represent Vancouver Public Library in discussions relating to illiteracy (sic) and library services with other groups, agencies and organizations in the field ("Vancouver Public Library..." 1993).

Vancouver Public Library and the Literacy Issue: A History - cont'd

Over the last several years the majority of the Committee's objectives have been met in the following manner:

- the Committee has developed policy and procedures relating to the literacy issue; been involved in the Library's planning process, and acted as a consultant;
- numerous workshops and presentations have been given to various staff groups to increase awareness of the literacy issue;
- displays, posters and booklists have been, and continue to be, created and displayed throughout the Library system and the community in an attempt to raise public awareness;
- Committee members are responsible for selecting and purchasing literacy materials for the entire Library system;
- professional development workshops dealing with literacy have been presented either by Committee members alone or in conjunction with other literacy and library organizations. ("Vancouver Public Library..." 1993, pp. 2 - 3).

A sample Literacy Committee Annual Report is attached in ***Appendix B***. Table 2* indicates budgetary support for Vancouver Public Library literacy activity from 1988 - 1993.

Vancouver Public Library has also been strongly networking, liaising, developing and maintaining links with organizations involved in literacy. Over the years, Committee members have been active participants and in some cases, founding members, in such groups as Literacy B.C., Greater Vancouver Library Federation ad hoc Literacy Advisory Committee, Project Literacy Greater Vancouver, and the British Columbia Library Association Literacy Interest Group. Collaborative projects have been carried out with the Association of Book Publishers of British Columbia, British Columbia Library Association Continuing Education Committee, Movement for Canadian Literacy, City of Vancouver Health Department and the Carnegie Community Centre. ("Vancouver Public Library..." 1993, p. 3)

While the Library's Literacy Committee has overall responsibility for system literacy activities, there is much in the way of support at the local Branch level. For example, individual Branches are free to buy additional materials for their own literacy collections and they are responsible for community outreach as appropriate. At the Central Branch the literacy issue is split over two subject divisions. Language and Literature holds Central's collection of materials for learners and providers while Social Sciences has the materials that discuss the literacy issue in general terms, including statistics, social implications and research. The Library's Human Resources section distributes information on the literacy issue as it relates to library staff at its orientation sessions for new employees. Human Resources is also responsible for liaison with the Hastings Institute, which operates a Municipal Workplace Language Program for the City of Vancouver (for more information on this see Watson, pp. 163 - 164).

---

* on page 25.

Literacy Evaluation at the Library

As stated in the Introduction, this Project is the first opportunity the Library has had to do a systematic review of our literacy activities. An earlier call to do so at the end of 1989 was not followed up. This does not mean, though, that there has never been any review. The Literacy Committee does set itself yearly goals and objectives to achieve, and this focus provides for some assessment in the short term. There have also been previous ad hoc attempts to evaluate specific aspects of our service. Thomas Quigley's 1988 report focused on Adult Basic Education Materials in the collection and found that Library holdings at the time were small and somewhat dated, but that when supplemented with regular collection materials, were serviceable (Quigley, 1988). In 1990, Julie Spurrell, a student from the University of British Columbia School of Library, Archival, and Information Studies, conducted an evaluation of Literacy/Adult Basic Education at the Central Branch. Its purpose was to offer recommendations to the Language and Literature Division for improving the accessibility of the Literacy collection housed in the Division, while adhering to requirements set by the Library that the recommendations be practical, easily implemented, low cost, and not involve moving the collection from its current location. The majority of Spurrell's recommendations were implemented, resulting in more visible signage, better identification of materials and a clearer delineation of the collection's space (Spurrell, 1990; JM, 1991).

TABLE 1: Learning Centre Program Statistics: April 1992 - March 1993

Branch	Number of New Students Registered
Britannia	378
Central/Gordon Neighbourhood House	203
Hastings	108
Mount Pleasant	141
South Hill	116
TOTAL	**946**

Source: June Dragman, Coordinator, Learning Centre Program, Vancouver Community College-King Edward Campus. Sept. 1993.

TABLE 2: Direct Expenditures on Literacy Activities at Vancouver Public Library *

Year	Staffing	Materials	Publicity
1988	- -	$ 2,000 x	- -
1989	$ 500	$ 5,000	$ 300
1990 +	$ 2,000	$17,000	$ 300
1991	$ 2,000	$20,000	$ 300
1992	$ 2,000	$10,000	$ 300
1993	$ 2,300	$10,000	$ 300

Source: Literacy Committee Meeting Minutes, Annual Reports and Budget Submissions.

* = does not include in-kind contributions by staff and indirect general expenditure

x = Koerner Foundation Grant

+ = International Literacy Year

THE PROCESS

Introduction

The nine parts in this section are the activities that we carried out to evaluate the Library's literacy services. We report on each activity the same way; we use the same outline for each report:

- **PURPOSE/RATIONALE**: Why we did the activity
- **PROCEDURE**: How we did the activity and the reasons behind how we did it
- **RESULTS**: What we found out from doing the activity
- **DISCUSSION**: Comments on the results in light of this study
- **RECOMMENDATIONS**: What we think the Library should do as a result of our findings.

Wherever possible, tables have been gathered together at the end of a part so that the written text can be presented without interruption.

The nine parts in this section are:

- Focus Groups
- Experts' Evaluation of Collection and Services
- Staff-Awareness Survey
- Site Visits and Observations
- Telephone Survey
- Circulation of Literary Materials
- Literacy Collection Analysis and Access
- Literacy Bibliographies
- Written "Standards" Comparison

FOCUS GROUPS

PURPOSE/RATIONALE:

To find out if the Library does or does not meet the needs and expectations of the community. We held informal discussions called Focus Groups. Learners and tutors were in many of these groups. Other groups included librarians, library assistants at all levels, library administrators, and people from various non-library community organizations active in literacy issues.

PROCEDURE:

We invited participants for Focus Groups from many local institutions, organizations and the literacy community at large. Everyone responded enthusiastically to the invitation. Group sizes ranged from 5 - 20 people. Sessions with library staff were held in the library. Sessions with learners were held in their usual place of instruction. We began each session the same way. We would start with a few open questions and then encourage free discussion on anything related to libraries and literacy. We wrote down as much as possible the exact words people used. Sessions lasted about an hour.

For a list of participating Focus Groups see ***Appendix C***.

RESULTS:

After we examined all the comments from all the sessions, we noted that they revealed eleven main points. We have listed sample comments from Focus Group participants to illustrate each point:

1) Most learners feel uncomfortable in The Library, are reluctant to come to it, and feel that they "don't belong;"

> ***[I'm] "paranoid about going in"***
> ***"The setup is totally unfriendly to people"***

2) English as a Second Language (ESL) needs overshadowed Adult Basic Education/Literacy (ABE) needs, and most use of ABE materials is by ESL patrons;

> ***"Not much difference between ESL and literacy"***
> ***"The [learners'] material is used by children and ESL patrons"***

RESULTS: cont'd

3) ***Learners perceive the staff as unapproachable and often even brusque;***

> ***"You get the run-around at the main library"***
>
> ***"People look at you suspiciously"***
>
> ***"Staff have a bad attitude, they're short with us"***

4) Learners require more personalized, one-to-one assistance than the usual library patron;

> ***"I don't know how to ask"***
>
> ***"Staff should get up and go over to help"***
>
> ***"Before we went [on a class tour] I had a lot of crummy service"***

5) Most learners are unaware that the Library has special collections as well as generally useful and interesting materials for them. Often the material they do find is unappealing, or at a reading level that is too high;

> ***[The books are] "depressing, tatty and boring"***
>
> ***[The books are] "condescending and cutesy"***

6) The Library should take a more visible leadership role in promotion and advocacy of literacy and should advertise its materials and services regularly on TV and radio;

> ***[The library should] "take on a leadership role and strongly advocate for learners"***
>
> ***"Everybody knows the word 'free,' everybody can read that word, but they don't all know that libraries are free"***

7) Learners who do come into the Library find the arrangement of and access to the materials very difficult;

> ***"I don't know how to use the computers"***
>
> ***"The numbers are confusing" [i.e. Dewey Decimal class numbers]***
>
> ***[The Library is] "making it harder and harder for non-literate people"***
>
> ***"I don't know where to start"***

RESULTS: cont'd

8) Learners would like to be involved on an on-going basis in selecting materials and planning services related to them;

> ***"Invite tutors and learners to help order books"***
> ***"Use learners to reach other learners"***

9) Library staff often feel awkward and defensive when serving learners;

> ***"The most powerfully negative things that happen are unintended"***

10) Staff feel they need more sensitivity training with regard to literacy issues, programs, services, and materials;

> ***"You have to remember how they [learners] feel - the world is unstable to them, unfriendly and unwelcoming"***

11) Staff indicate that there is no time for outreach or for more individualized service than they already provide, even though they recognize the need for it:

> ***"If they ask, we can help"***
> ***"It gets down to money and [time for] outreach"***

For the complete record of participants' comments, see ***Appendix D***.

Without the Focus Groups, we would not have been able to see so clearly that there are often great differences between what Library staff feel and perceive about the service they provide, and what the learners, as patrons, feel and perceive about the same service. For example, Library staff believed that the use of the International Literacy Symbol (see ***Appendix E)*** was an effective way to help learners find what they wanted in the library. However, we now know that learners themselves rarely recognize the purpose and meaning of this symbol. It means nothing special to them. This is just one simple example of how Library staff's good intentions and dedicated efforts do not necessarily produce the desired results for learners.

DISCUSSION:

The Focus Group sessions led us plainly to the conclusion that regardless of the size and quality of our collection and the sincere efforts of our staff, we simply are not providing satisfactory service to learners. First, they were generally not aware that we do have a variety of materials of possible interest to them, so they didn't visit us. Second, those that did visit were often poorly served because it was difficult for them to find the right materials, and because they felt intimidated by the atmosphere, the staff, and the arrangement of the Library.

We'd like to stress that even though the learners' comments were mostly critical of Vancouver Public Library, they were not given to us with negative, accusing attitudes. Instead, the learners offered honest opinions and impressions with the sincere desire to help us include and serve them better.

Participants in Focus Groups did not concentrate only on the problems. They also suggested many solutions that they believed could help improve our services. These suggestions are listed below, grouped with the general recommendation to which each best applies. We synthesized these recommendations from the eleven main points listed on page 29 - 31.

Table 3 is an attempt to count the number of times that comments on a particular topic were made in the Focus Groups. It shows points of agreement and disagreement.

Points on which learners and Library staff agree -

a) By far, the most important issue for both learners and Library staff is main point 7 (arrangement of and access to materials). Comments related to improving arrangement and access occurred about twice as often as the next most important item.

b) Main point 1 (learners do not come to the library and do not "belong") is the second most important issue for both learners and Library staff.

c) Next in importance are main points 5 (awareness and nature of materials) and 6 (need for promotion and advocacy). These two topics are very closely related to one another. Addressing either one of them will logically involve addressing the other as well.

Points which learners and Library staff perceive differently -

The total number of comments from Focus Groups of learners and Library staff is almost equal: 202 and 197 total comments respectively. These nearly equal totals make it easy to spot areas where perception of the server (Library staff) and of the person being served (learner) differs noticeably:

a) Library staff consider main point 2 (ESL needs overshadow learner needs) to be significant. In contrast, it is completely irrelevant for the learner community. They make only 2 comments on this topic. Library staff feel that the demand for ESL services has become an overwhelming priority within the library system. It overshadows the needs of learners. First, unlike learners, the ESL community is very large, easily identifiable, and assertive with regard to its needs. More importantly for Library staff, ESL patrons do come into the library. Staff do not always make a distinction between ESL and learner patrons, because the two groups have overlapping needs (such as for easy readers, language-learning materials and one-to-one service). Most often, it is actually ESL patrons who use the materials which are intended for learners.

b) Main point 3 (staff approachability) is not an issue for Library staff. They do not perceive themselves as brusque and unapproachable. Learners, however, make comments to this effect a number of times. Though the topic is not one of the top concerns among learners, this discrepancy in the two groups' views indicates a "perception gap" about expectations for service.

c) Main point 4 (learners' need for one-to-one service) indicates another "perception gap" in service expectations. Learners state frequently that they need more one-to-one service, but Library staff feel they are already offering as much as they can. Staff understand and agree that more individualized service and more outreach are desirable, but state forcefully that they simply do not have enough time. Learners declare with equal vigour their need for this attention, if they are to be adequately served by the Library.

RECOMMENDATIONS:

(2) That the Library strive for a friendlier, more welcoming atmosphere.

This addresses main points 1, 3 and 6 from pages 29 - 31.

Suggestions from Focus Groups:

- display a large sign that says "Welcome to the Library"
- advertise that the library is for everyone
- relax the requirements for identification for library cards and simplify the entire application form
- emphasize and advertise that the Library is for education and entertainment, not just information
- organize tours especially for learners and do not require advance reservations for such tours
- have material for learners visible from the library's main entrance
- include the whole family in existing programs such as storytime
- present storytime, adult booktalks or other programs off-site, such as at the foodbank, drop-in centre or public health unit
- have collections off-site in non-library settings
- have more comfortable seating with smaller tables, more privacy
- have a drop-in group for learners
- hire (or include in other ways) more visible minorities
- hold informal open houses with coffee and cookies
- create brighter, friendlier staff identification badges
- design eye-catching Library T-shirts and sweatshirts as optional for staff to wear at work
- have more staff available on the floor instead of behind the desk

(3) That proportionately similar resources be allocated to the needs of learner Library patrons as is allocated to ESL Library patrons.

This addresses main point 2 from 29 - 31.

Suggestions from Focus Groups: none on this topic.

RECOMMENDATIONS: cont'd

(4) That the Library provide more staff training on literacy issues and resources.
This addresses main points 3, 9 and 10 from pages 29 - 31.
Suggestions from Focus Groups:

- include all levels of public service staff, not just librarians
- include all auxiliary and part time staff
- include all new staff as they are hired
- use learners as guest speakers for awareness and sensitivity training
- provide "cheat sheets" for referring literacy-related questions and describing collections and services in each public service location; include an information sheet with all Library staff pay cheques, once a year.

We also recommend that the person(s) who will be designing the specific contents and objectives for staff training refer to the full list of comments from the Focus Groups (***Appendix D)*** and to the "Staff Awareness Survey" section of this report. We particularly noted how the staff Focus Groups would group together the topics of Literacy, English as a Second Language, Adult Basic Education and Learning Disabilities in their discussion. Clearly, clarification is needed on what each of these topics is, and how they all relate to each another.

(5) That more personalized, one-to-one assistance be available for learners.
This addresses main points 1 and 4 from pages 29 - 31.
Suggestions from Focus Groups:

- have more staff available on the floor instead of behind the desk
- create opportunities for "hands-on experience" with the books
- provide on-going computer instruction opportunities

We also learned from Focus Group sessions that staff feel they are already providing as much one-to-one assistance as they realistically have time for. Knowing that we can expect neither dramatic increases in the number of staff nor decreases in the present demands on staff time, we offer the following suggestions:

- maximize the opportunities for and the ease of self-service for patrons who are more familiar and comfortable with our library. This may free up extra moments for more attention to patrons such as learners who truly need more of it
- reduce some of the need for the extra one-to-one assistance by improving display and access to materials (see ***Recommendation 8***)
- incorporate the needs and interests of learners into time already dedicated to existing programs, for example author readings, scheduled Public Access Catalogue training sessions, legal assistance workshops, etc.

RECOMMENDATIONS: cont'd

(6) That the Library regularly use the direct input of learners when planning services intended for them.

This addresses main points, 1,5,7 and 9 from pages 29 - 31.

Suggestions from Focus Groups:

a) Types of materials requested were more or newer:

- math books
- books with pictures
- abridged books on cassettes
- "read-along" books and cassettes
- job search and career info
- learner-generated and produced writing
- general high interest/low vocabulary books
- recreational and pleasure reading (not workbooks)
- very beginning level materials
- high level "bridge" materials
- materials by,for, and about Natives
- a wider range of easy reading material on all subjects from Buddy Holly and Bill Reid to tattoos and cobras

b) Suggested ways to incorporate learners regularly in the future:

- include learners as guest speakers in staff training sessions
- invite learners and tutors to drop in regularly to recommend their recent reading favourites
- invite learners to occasional informal sessions with publishers' catalogues and refreshments
- have learners help with appropriate promotion or outreach activities
- include learners on appropriate Library committee(s)

Learners at the Carnegie Learning Centre and at Vancouver Community College's King Edward Campus expressed particularly strong interest in such activities. Other organizations which may provide eager participants include other Vancouver School Board Learning Centre locations, Laubach Literacy program tutor/learner pairs and literacy programs sponsored by the Federal Government.

We recognize that the Library must take care to stay within proper labour practices when regularly consulting people who are not staff members. In some cases, the Library may consider offering honoraria or other in-kind recognition of learners' services to the Library.

RECOMMENDATIONS: cont'd

(7) That the Library assume a more visible leadership role in the promotion and advocacy of literacy in general, as well as materials and services in particular. This should be done on a regular basis through non-print media.

This addresses main points 1,5,6 and 8 from pages 29 - 31.

Suggestions from Focus Groups:

- have ongoing introductory classes on "how the Library works," and what the Library has, and ensure these are well advertised on TV and radio
- make both cassette and video versions of these classes available for take home
- set up a 24-hour "Dial-A-Story" line, which could also include "Did You Know...?" information about materials and services at the Library
- use learners to reach other learners
- produce a testimonial video with learners
- have copies of these videos displayed (and available if possible) at non-Library sites
- distribute to non-Library sites, a plain-language pamphlet emphasizing "fun and friendly" aspects of the Library
- dramatize short scenes from popular materials on TV and radio as part of advertisements to entice people into the Library
- ensure that all information about the Library (whether printed or spoken) is in Plain Language
- hold "open houses" with coffee and cookies
- create and distribute buttons or T-shirts with catchy slogans promoting the Library
- have (and advertise) special days/times when more one-to-one help can be available
- arrange "booktalks" for learners; advertise and even hold some of them in non-Library settings such as the Foodbank, Welfare Office, Community Health Clinics, etc.
- get on to talk shows, preferably with a learner
- more displays, especially at windows and street level; include material appropriate for learners in each display regardless of the topic (could be a video if low-level books on the topics prove difficult to find).
- provide sample collections in non-Library settings

RECOMMENDATIONS: cont'd

(8) That the Library improve the arrangement of and access to materials for learners according to the general ideas offered by learners.

This addresses main points 1, 5 - 9 from pages 29 - 31.

Suggestions from Focus Groups:

- do not use file boxes
- do not use filing cabinets
- have a separate section for easy reading material
- use racks that make browsing book covers easy - something like the bins in record/tape/compact disc stores would be good for paperback books
- have more and better signs; do not rely on the International Literacy Symbol
- do not rely on computer for catalogue access
- display material more prominently, especially new material
- colour code books by reading level, at least for the beginner level
- incorporate learner material into a more "general popular collection" section of the library
- simplify use of computer catalogue
- keep easy-to-use spelling and phonetic dictionaries beside all clusters of computers
- do not rely on arrangement by Dewey numbers; use an alternate method such as broad subjects or colour coding
- have maps of the whole library on each floor
- use consistent and non-verbal cues on shelving (posters, real objects, etc.) to show the subject contents on that shelf
- keep First Nations material closer to other materials for learners
- include appropriate items from the regular collection with the learner material (eg. art books, atlases, pictorial travel or science books)
- separate "workbooks" from the general interest material for learners
- display some easy reading material close to the librarians' desk to facilitate requests or offers for more help
- selected items for which the Library has multiple copies could have copies divided between the traditional Dewey classification and library treatment (to facilitate placing holds, finding copies, etc.) and browsable display sections (to facilitate self-service access by learners)

RECOMMENDATIONS:

(8) cont'd

Focus Group participants had divided opinions on whether separating the easy reading material from the regular collection was appropriate. Some people felt that it would be condescending and insulting for the learners to be seen in a section known to be for those with limited reading skills. We would like to point out that almost all these concerns were expressed by Library staff only - not by learners themselves. The learners consistently stated a preference for a special section where they could easily browse lower-level materials.

We realize that the majority of the suggestions to improve display and access require a very limited resource: space. It will be impossible in many cases to implement in full the learners' suggestions because of already over-crowded conditions. The Library could consider consulting someone from the display industry to suggest creative ways of re-allocating and maximizing existing space, so we could accommodate at least some of the above suggestions. As an alternative in-house solution, staff could use appropriate suggestions from the works of Allen (Guidelines), Bayley and Scheel.

(9) That the Library create an on-going librarian position for a Literacy Services Coordinator. This addresses main points 6 and 11 directly (from pages 29 - 31), and would logically ease the process of implementing Recommendations 2 - 8 as well.

This is the preferred means to improving our overall literacy services, but another option, or an interim option, would be to channel more funds to the Library's existing Literacy Committee. With adequate replacement time available, Committee members who already have some expertise could implement some of the recommendations. Such funds should be on-going, rather than special annual amounts.

RECOMMENDATIONS: cont'd

(9) cont'd

In the meantime, staff are still faced with a daunting list of recommendation and suggestions, and ever-increasing and equally important demands on their time for other concerns besides those in this report. Below are suggestions from Focus Group sessions with Library staff, for ways to make some improvements in a minimal amount of time:

- dovetail adult literacy programs and services onto existing ones, especially children's programs
- concentrate on "training the trainers" ...that is, educate just a few tutors and/or learners who have regular contact with greater numbers of learners
- walk the floor and be visible, as frequently as possible
- use existing community resources for partnerships and ideas you can join in (community colleges,community centres, cable television, school board continuing education, Project Literacy Greater Vancouver, etc.)
- personally inform and invite a local class of learners (with one phone call) when the library is hosting an event of general interest, such as a reading by a popular mystery writer, or a presentation by the People's Law School
- model new activities on work previously published in the areas of Literacy Services and Collection Development (Allen, Guidelines; Haabniit; Scheel; Soule)

TABLE 3: Breakdown of Focus Group Comments by Topic and Group

MAIN POINT (from pages 29 - 31)	TYPE OF FOCUS GROUP			TOTAL NUMBER OF COMMENTS MADE:
	Library Staff	Learners and Tutors	Outside Community (a)	
(1)	23 ****	37*	1	61 ******
(2)	21***	2	0	23 ***
(3)	4	14	0	18
(4)	5	18*	2*	25**
(5)	21	21*	10	52**
(6)	29*	21	8	58*
(7)	45******	61**	6	112********
(8)	3*	8	2	13*
(9)	9*	1	0	10*
(10)	24*	12	3	39*
(11)	18	2	1	21*
TOTAL	(202) +	(197) +	(33) =	(432)

NOTES: Each * indicates that at the time a comment was made, many others in the room nodded or murmured in general agreement. Each * adds to the weight and importance of a comment, although we cannot assign a number to these.

(a) Project Literacy Greater Vancouver provided this Focus Group.

EXPERTS' EVALUATION OF COLLECTION AND SERVICES

PURPOSE/RATIONALE:

To obtain the thoughts and impressions of library and/or literacy experts regarding our collection and service. We recognized that a number of people in the community at large have special expertise or interest in the library and/or literacy issue. This distinguishes them from people in the general Focus Groups, who may not have been aware of libraries or the literacy issue, nor worked in the literacy area at any time.

PROCEDURE:

We issued invitations to these experts to visit the Library. These people included learners, tutors and librarians from outside the Vancouver Public Library. The aim of the visit was to evaluate, to take a personal or "subjective" look at our collection and services. Some experts came alone; others in pairs such as in learner/tutor or librarian/tutor. See ***Appendix A*** for a list of the experts.

Library staff were not notified that an evaluation was to take place. The expert(s) roamed the Library as any patron might. They asked questions or for directions when they felt the need. Visits lasted from 30 minutes to one hour. Immediately after their visit, a Project Team member listened to and noted their comments.

RESULTS:

The comments from our experts did not differ in tone or content from those of the Focus Groups. For this reason, we have simply included them with the Focus Groups' comments and discussed them in the "Focus Groups" section of this report.

DISCUSSION:

Even though they repeated what we'd already heard, the experts' comments were still very useful to us because they confirmed what had been said in the Focus Groups. Like learners in general, our experts often found staff too busy at desks to look up to acknowledge them. Also, staff gave inappropriate directions and referrals in response to specific requests. For example, one expert asked for an easy-to-read mystery novel. Staff sent her first to the General Collection Division. From there, they sent her to the Youth Division. She left empty-handed. No one mentioned the literacy collection, which does have a selection of easy-to-read mysteries for adults.

As with the Focus Groups, not all comments were negative. Experts made some favourable comments about staff offering assistance, being sensitive to reading level, and recommending appropriate materials. They were also impressed by the size of our literacy collection.

RECOMMENDATIONS:

No separate recommendations for this section.

The many suggestions that experts made to help us improve our service to learners are included as part of the recommendations in the "Focus Groups" section.

STAFF AWARENESS SURVEY

PURPOSE/RATIONALE:

To determine the level of Library staff's awareness regarding the range of literacy services that we offer. This information will help us to decide if our literacy awareness training for staff contains what is needed, in the right amounts, and if the results are negative it will tell us in what areas staff need more training and what types of information need to be further provided or emphasized.

PROCEDURE:

We chose staff groupings that include all job classifications in which Library staff work with the public. Some of these groups were ad hoc Committees, others met on a regular basis. We requested opportunities to meet with these groups, and were usually able to attend their pre-arranged meetings. Table 4 names the groups we involved. We used the same checklist of possible literacy activities as we did for the Telephone Survey. (See ***Appendix I***)

Staff members needed minimal explanation to complete the checklist. We instructed them to mark 'yes' or 'no' depending on whether they thought the Library did or did not offer each service listed. All responses were anonymous, but we noted which group they came from. The whole procedure usually took no more than 10 minutes and staff answered as many questions as they could. Staff who were in more than one group only participated once. In the majority of cases the survey was done at the opening of a Focus Group Session; this helped make clear to staff what the boundaries for that discussion were.

RESULTS:

See Table 4. The questions and the right answers are in Table 5(a). A full breakdown on the survey results is in ***Appendix H***.

DISCUSSION:

The survey results tell us several things:

- 52 out of the 68 staff tested scored 30 out of 45 or better. That is, 76% of the staff scored 66.6% or better in the awareness checklist.
- 29 out of the 68 staff tested scored 36 out of 45 or better. That is, 43% of the staff scored 80% or better on the checklist.

Please note that we are not trying to state what an acceptable or desirable level of awareness should be. Instead, we are interested in identifying opportunities for increasing awareness among our staff.

- In general, staff had the greatest difficulty with questions concerning support services. For example, many staff were unclear about the relationship of the Library to various literacy organizations, and about the administration of funds for local Library-literacy efforts.
- Most staff groups had fewer problems with questions related to materials. Some of the inconsistencies which did occur included whether the Library places literacy materials in other non-Library locations, and whether the Library writes and produces its own literacy material.
- For planning future staff awareness training, it is useful to know which questions the majority of staff answered incorrectly. This information is provided in Table 5(b).

We were surprised at the low levels of awareness in the Division Head and Literacy Committee groups. The results of the Literacy Committee are of particular concern, as this group is the body responsible for overseeing and implementing the Library system's policy and procedures regarding literacy services. We suspect that one of the reasons for the low awareness in the Literacy Committee was an influx of new members prior to the survey. Perhaps they were not fully aware of all the Committee does. We do not see any obvious reasons for the Division Heads' low levels of awareness. We do know that they did the checklist in more informal circumstances than other groups did, and that the Team member who gave it to them had not given the survey before. Perhaps these factors played a role in their result.

Surveys such as this can only provide an image of awareness at one particular time. Library staffing is not stable, there are many opportunities for promotion and transfer within the system. It is only when such surveys are regularly repeated that a true picture of awareness needs can be achieved, as results are compared to each other. We believe it is important for the Library to repeat activities like this survey.

DISCUSSION: cont'd

There are three further points. First, this survey doesn't address the issue of how the length of time staff are at Vancouver Public Library impacts on their awareness of the Literacy issue. It was the Team's impression that most people who were part of a surveyed group had been at the Library for at least 2 years, most more than 5 years. Second, there are large segments of the Library staff, such as Library Assistant I's and II's, who don't have regular group meetings and who were only minimally represented in the survey groups. Both of these groups interact extensively with library patrons; in fact they are often the first point of contact. It is important as well, to keep their needs in mind during the training process. Third, because the Literacy Committee has such a central role in the carrying out of literacy activities at Vancouver Public Library, it might be appropriate to carry out a more in-depth discussion on the literacy issue at the Library and perception of the Committee's role with individual committee members.

RECOMMENDATIONS:

(10) That the results of this Project's Staff Awareness Survey be used in planning the training of staff on literacy issues and resources (see also: Recommendation 3 in the "Focus Groups" section of this report).

(11) That the Library include literacy training as part of its training of the whole, so that all staff will have an awareness of the literacy issue and the literacy services that the Library offers.

(12) That the Literacy Committee review its orientation procedure for new Committee members, to ensure that they are fully aware of the Committee's role and responsibilities. The Committee, for example, might want to prepare a "Facts Sheet" for new members.

(13) That a Staff Awareness Survey on literacy at the Library be conducted on a regular basis, and that the results of this initial Staff Awareness Survey be used as a base of comparison for future surveys.

(14) That the Literacy Committee conduct a more in-depth analysis of literacy services and how they are perceived at the Library, by conducting individual interviews with each of its members and compiling the results.

TABLE 4: Staff Awareness Survey Results *

STAFF GROUP	Average Number Correct Responses Within Each Group (out of a maximum of 45)	
Librarian I's and II's	37.3	82.9%
Administration Committee	36.9	82.0%
Morale Committee	35.1	78.0%
Branch Heads	35.0	77.8%
Adult Services Librarians	33.8	75.1%
Literacy Committee	32.0	71.1%
Senior Library Assistants (Branch/Division)	31.6	70.2%
Division Heads	29.3	65.1%

*** Ranked from highest to lowest**

TABLE 5(a): Staff Awareness Survey - The Right Answers

QUESTIONS	VPL
LITERACY MATERIALS	
Print materials for adult new readers	Yes
Print materials for adult new readers in another facility	No
Print materials for tutors in library	Yes
Print materials for tutors in another facility	No
Audiovisual materials for adult new readers in library	Yes
Audiovisual materials for adult new readers in another facility	No
Audiovisual materials for tutors in library	Yes
Audiovisual materials for tutors in another facility	No
Microcomputers/software for adult new readers in library	No
Microcomputer/software for adult new readers in another facility	No
Microcomputer/software for tutors in library	No
Microcomputer/software for tutors in another facility	No
Develop software for adult new readers	No
Develop software for tutors	No
Compile bibliographies	Yes
Write literacy materials	No
Produce literacy print materials	No
Produce literacy audiovisual materials	No
Provide a research collection	Yes
Identify literacy collections in the area	Yes
Provide a demonstration collection	No

QUESTIONS	VPL
LITERACY INSTRUCTION	
Train library literacy tutors	No
Participate in non-library tutor training	No
Participate in ABE ** staff development	No
Recruit library literacy tutors	No
Recruit non-library literacy tutors	No
Recruit students for library program	No
Recruit students for non-library program	No
Evaluate student progress	No
Provide library-based instruction at another location	No
Library offered Continuing Education on literacy for staff	Yes

QUESTIONS	VPL
LITERACY SUPPORT SERVICES	
Provide space for tutoring	Yes
Publicity about literacy providers	Yes
Publicity about literacy problem	Yes
Maintain information on literacy providers	Yes
Provide central literacy phone number	No
Refer requests to literacy providers	Yes
Follow-up on referrals	No
Provide library tours	Yes
Member of literacy coalition	Yes
Coordinate literacy effort in community	Yes
Library funds support local literacy efforts	Yes
Administer funds for local literacy efforts	No
Consult with other libraries on literacy	Yes
Provide support service on learners	Yes

TABLE 5(b): Staff Awareness Survey Items Answered Incorrectly by Half (50%) or More of a Staff Group's Members *

LITERACY ACTIVITY	ADMIN.	DIV. HEADS	SENIORS (BR/DIV)	MORALE CTTEE.	BRANCH HEADS	VPL LIT. CTTEE.	ASL's	LIBRN. I's & II's
Print Materials for Adult New Readers in Library			50.0			100.0		
Print Materials for Tutors in Another Facility			50.0			100.0		
A/V (a) Material for Adult New Readers in Another Facility						100.0	50.0	
A/V (a) Material for Tutors in Library		57.1						
A/V (a) Material for Tutors in Another Facility						100.0	58.3	
Micro/Software for Adult New Readers in another Facility						66.7		
Micro/Software for Tutors in Another Facility						66.7		
Write Literacy Materials		71.4				100.0		
Produce Literacy Print Materials		71.4	57.1	57.1			50.0	
Provide Demonstration Collection		71.4	64.3	100.0		100.0	75.0	
Participate in ABE ** staff development			64.3			66.7	58.3	
Recruit Students for Library Programs				57.1				
Offered Continuing Ed. on Literacy for Staff	55.5	85.7		57.1				57.1
Provide Central Literacy Phone Number	77.8	57.1	78.6		77.8	66.7	66.6	
Follow-up on Referrals		71.4						
Coordinate Literacy Effort in Community	77.8	100.0	57.1		66.7		58.3	57.1
Library Funds Support Local Literacy Efforts			50.0		61.1	66.7	50.0	57.1
Administer Funds for Local Literacy Efforts		71.4	50.0	71.4		66.7		
Consult with Other Libraries		57.1						
Provide Support Service to Learners		57.1						

* Expressed as a percentage; see Table 4 for spelled out group names

** Adult Basic Education

(a) Audiovisual

SITE VISITS AND OBSERVATIONS

PURPOSE/RATIONALE:

To observe who uses the literacy collections and how they respond to the materials we have. We also hoped to spot ways to improve our services.

PROCEDURE:

We chose five branches to represent all areas of the city: Central (Language and Literature Division), Collingwood, Joe Fortes, Oakridge, and Mount Pleasant. Branches known to have a strong literacy collection were included in the five. Only the Branch head was consulted and notified so that during the visit staff would act as they normally do. See ***Appendix L*** for a map showing the branch locations.

We noted the number of people who paused to examine the literacy materials and whether they left with anything. We also noted whether they asked questions of staff members, were directed to the section and given some explanation, or found the materials on their own.

Each observation lasted three hours. We deliberately chose the days and time of the day for the observation, usually in consultation with the Branch Head. A sample of the form we devised to record information is included in ***Appendix F***.

RESULTS:

The total number of persons observed using the literacy collection during these periods (total of 15 hours) was 31. Of these, 23 were members of a visible minority. The sexes were represented equally, and the vast majority were in the 15 - 24 age group. We observed patrons requesting assistance or receiving unrequested assistance from staff a total of 5 times. Most patrons spent between a few seconds and a few minutes at the section. A few spent 20 - 30 minutes and a very few 2 - 3 hours. Only 5 patrons left the section with any material in hand. We noted patrons spending lengthy periods of time (2 - 3 hours) using mostly workbook material in the Library.

Sample site visit observations are given in ***Appendix G***.

DISCUSSION:

During our observation, use of literacy materials averaged only 2 patrons per hour. While this is a small figure, it does not necessarily indicate an insignificant use of the collection (see: "Circulation of Literacy Materials" section for comparison of circulation figures with those of other collections). Our observations confirmed Focus Group views that most users of literacy materials are ESL patrons (see: "Discussion" in "Focus Groups" section).

There are two other points worth noting here. We saw that when materials were displayed face out, they were more likely to be handled. This indicates more consideration needs to be given to display and arrangement of the collections and confirms comments made in the Focus Groups. Finally, we saw a number of people using Literacy and ESL materials in the library. We are tempted to conclude that providing comfortable, private areas for study would help learners use the library in a way that is meaningful for them.

RECOMMENDATIONS:

No separate recommendations for this section.
See Recommendation No. 8 in "Focus Groups" section of this report.

TELEPHONE SURVEY

PURPOSE/RATIONALE:

To discover how we compare to a sample of public libraries in the United States, the rest of British Columbia and the rest of Canada in providing a range of literacy activities and services. It was important to find out how we measured up against other public libraries, especially some who are known to be leaders in the field of libraries and literacy.

PROCEDURE:

We adapted a checklist of possible literacy activities from one developed by Zweizig and Johnson in their book Libraries and Literacy Education: Comprehensive Survey Report (Zweizig, Libraries). See ***Appendix I*** for a copy of the checklist we used.

The checklist was mailed to 14 libraries in Canada (7 in B.C.; 7 in the rest of Canada) and 3 in the United States. We chose libraries of a similar size and urban setting to our own; we also chose some smaller, rural libraries in British Columbia. See Table 6 for a list of the libraries contacted. Suggestions for libraries to survey came from the Advisory Board, from the literature on library and literacy services, and from our networking with other libraries.

If we knew of a contact person, the survey was sent to him or her. If we did not, we addressed it to the Library Director. A covering letter explained the purpose of the survey and that we would call on a certain day and time to note their responses to it (see: ***Appendix J*** for a copy of the covering letter). The format of the survey made it possible to quickly mark "yes" or "no" to the items on the list. All seventeen libraries were prepared for our call and we quickly and easily completed the survey.

RESULTS:

See **Tables 6 - 9**. Complete results are reported in ***Appendix K***

DISCUSSION:

We did not intend this survey to offer any insight on how often or how well the other libraries provide their literacy services. We intended only to find out whether they provided the services listed, and to compare that with whether we were offering more, fewer, or about the same range and number of services ourselves.

Compared to the 17 selected North American libraries, our overall literacy activities and services were slightly below average. Our weakest category was instruction (see **Table 6**).

Compared only to the other Canadian libraries (not including those in B.C.), we fell noticeably below average in all areas except our support services, which are typical. Our weakest category is instruction. The results were virtually the same for comparison between the Library and the selected American libraries (see **Table 8** and **Table 9**).

Compared only to the selected libraries in British Columbia, our scores were slightly above average except, again, in the category of instruction, where we fell below typical scores (see **Table 7**).

Although the information about the other libraries was self-reported, we do not believe there were any variations in how the libraries interpreted the survey items. This is because our results were collected by telephone. The responding libraries were able to ask for and receive explanation from us regarding any item on the checklist at that time.

We are not at all surprised that we fall behind other libraries in providing instruction for learners. Vancouver Public Library made a decision a number of years ago to concentrate on support services and materials, and to leave instruction to educational institutions such as the local Community College and the School Board. Since 1978, we have maintained a partnership with Vancouver Community College to have the College offer adult instruction at Learning Centres in various Library sites (see: "Vancouver Public Library and the Literacy Issue: A History" section).

Over the years, the students attending the Learning Centres have become almost exclusively ESL learners, rather than literacy learners. While this partnership with Vancouver Community College is still a very valuable one, the Library may wish to reconsider its original decision to have no further involvement than this in offering instruction. If we would like to consider our services to learners to be comparable to those offered by similar-sized public libraries in Canada and the United States, then the area of instruction needs attention. Providing instruction would not only place our services on a par with those of other libraries -- it would also give more learners an immediate reason to come to the Library.

We note that the area of instruction was the one in which there is the biggest split between the contacted libraries. Clearly there is no consensus on this issue.

DISCUSSION: - cont'd

Other activities that Vancouver Public Library doesn't offer, compared to our surveyed colleagues, included:

- providing a central literacy telephone number
- providing a demonstration collection
- providing microcomputers and software for learners in the library
- providing library funds to support local literacy efforts
- co-ordinating the literacy effort in the community
- following up on referrals
- writing and producing literacy print and audiovisual materials

Some of this non-activity reflects current library policy in general; for example, we don't have microcomputers and software for the general public, and we don't follow up on general referrals. Others reflect our awareness of the community around us. For example, we don't co-ordinate the community literacy effort because there are other groups who do that, and we don't have a demonstration collection available because the Adult Literacy Contact Centre and Literacy BC both do. The issue of writing and producing materials is discussed in the "Literacy Bibliographies" section of this report. That leaves the question of the central telephone number and funding local efforts. We believe that the library should review these two activities. In our opinion they seem to be legitimate activities for the Library to be involved in.

RECOMMENDATIONS:

(15) That the Library continue its arrangement with Vancouver Community College in providing library space for their programs of instruction, but discuss with them possible ways of dedicating further class time for Literacy learners as well as ESL learners.

(16) That the Library investigate the possibility of establishing a Central Literacy Telephone Number. This could range from establishing a new telephone line to reinforcing the use of one of the existing lines into the Social Sciences or Language and Literature Division. The Library might consider conducting a campaign promoting this one-stop telephone number, also consider adding a "Literacy" listing to the Library's listing in the Telephone White Pages.

(17) That the Library look into providing funding to support local literacy efforts. Keeping the Library's status as a public institution in mind, this may mean exploring more indirect avenues such as in-kind contributions, staff secondments for professional development, allocations from the more general budget categories such as public relations, etc.

(18) That other activities listed in the Telephone Survey that the Library doesn't currently do, be considered as possible goals as the Library reviews its direction and policies in general. The Literacy Committee, for example, could act as a monitor for this kind of activity.

TABLE 6: Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in North America

LOCATION:	TYPE OF LITERACY ACTIVITY			TOTAL:
	Materials	Instruction	Support	
Brooklyn Public Library	11	6	10	27
Dallas Public Library	10	10	11	31
Dawson Creek Municipal Library	5	0	5	10
Edmonton Public Library	9	0	10	19
Greater Victoria Public Library	8	2	10	20
Halifax City Regional Library	12	9	13	34
Hamilton Public Library	11	7	11	29
North York Public Library	13	10	10	33
Prince George Public Library	6	2	9	17
Prince Rupert Public Library	4	4	12	20
Regina Public Library	16	10	14	40
Seattle Public Library	13	3	10	26
Surrey Public Library	7	2	11	20
Terrace Public Library	7	2	8	17
Trail & District Public Library	7	1	9	17
Winnipeg Public Library	7	3	10	20
Yellowknife Public Library	5	0	9	14
Average Score	8.9	4.2	10.1	23.1
Median Score	8	3	10	20
Most Frequent Score	7	2	10	20
VANCOUVER PUBLIC LIBRARY SCORE	7	1	11	19

TABLE 7: Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in British Columbia

	MATERIALS:	INSTRUCTION:	SUPPORT:	TOTAL:
Average score	6.2	1.8	9.1	17.2
Median score	7	2	9	17
Most frequent score	7	2	9	* N/A
VANCOUVER PUBLIC LIBRARY'S SCORE	7	1	11	19

TABLE 8: Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Canadian Public Libraries outside of British Columbia

	MATERIALS:	INSTRUCTION:	SUPPORT:	TOTAL:
Average score	10.4	5.5	11	27
Median score	11	7	10	29
Most frequent score	* N/A	* N/A	10	* N/A
VANCOUVER PUBLIC LIBRARY'S SCORE	7	1	11	19

TABLE 9: Comparison of Literacy Activities Conducted by Vancouver Public Library and Sample Public Libraries in the United States

	MATERIALS:	INSTRUCTION:	SUPPORT:	TOTAL:
Average score	11.3	6.3	10.3	28
Median score	11	6	10	26
Most frequent score	* N/A	* N/A	10	* N/A
VANCOUVER PUBLIC LIBRARY'S SCORE	7	1	11	19

* = doesn't apply

CIRCULATION OF LITERACY MATERIALS

PURPOSE/RATIONALE:

To determine the total number of items in the literacy collection, and the number of times these items were signed out during three specific time periods since 1990 (the first year the Library's new DYNIX Computer system began to keep this information). This kind of information is important because it shows library patron demands and it is very important in deciding what types of materials you buy for a library's collection.

To obtain some basic information about the people checking out the material. Information about who is checking out the material is relevant to a project like this one, because it helps to determine if your "target" audience (in this case learners) is being served.

To make an initial comparison between ESL materials and Literacy materials in regards to their circulation. Since both collections serve people with limited English skills, it was thought that such a comparison might provide further information useful to this project.

PROCEDURE

We explained our needs to the Senior Systems Support Technician and discussed possible ways of collecting the data. We provided her with the collection codes and subject headings used to categorize and describe Literacy materials and English as a Second Language materials in the DYNIX Computer system. She was then able to extract the required information from DYNIX. The statistics were broken down by material format, such as books, videos, or cassette tapes, and by regional groups of branches. She was also able to extract a "snapshot" of library patrons who signed out literacy material on one particular day. The DYNIX computer system provided us with age, gender, and preferred reading language (first language) of the patron. However, DYNIX cannot provide information on individuals in the "snapshots." This information rightly remains confidential. Without the sophistication of the DYNIX system at our disposal, we would not have been able to gather this kind of statistical information.

The Library system is divided into five areas for administrative purposes. There are four areas which are based on the point of a compass (North, South, East and West); the Central Branch is considered an area by itself, because it is the biggest branch in the system. See ***Appendix L*** for a map of the Library system.

RESULTS

See Tables 10 - 17.

DISCUSSION

Tables 10 - 12 provide a tally of what kinds of materials have been checked out of the various Branches in their different areas. Tables 13 and 14 provide another helpful breakdown of the use of literacy materials and how that use compares with that for English as a Second Language (ESL) materials. In Tables 15 - 17, there is a "snapshot" or profile of Library card holders whose cards were used to sign out literacy materials on April 7th, 1993.

Table 13 refers to "titles" and "volumes." The Library often buys many copies of one particular book or title. If we buy, for example, 20 copies of a given title, we have then one title but 20 volumes. Numbers of titles and volumes are important measurements of the size of a library's collection.

Table 13 refers to current and past use. "Current use" provides a count of the number of volumes signed out from the Library from January 1st to April 15th, 1993. "Past Use" is the same count, starting from the time the DYNIX computer system was installed in May, 1990 to December 31st, 1992.

We divided the "use" number by the number of volumes to obtain a "turnover rate." This is a useful way to discover how often material is being taken out of the Library. The higher the turnover rate, the more often the materials are being taken out of the Library.

We observed a general trend throughout the entire Library system of increased growth in circulation in literacy materials in all formats from 1991 through April 1993. The collection codes for ESL material are not identical to literacy codes. We cannot, therefore, get the same breakdown of material formats for comparison. This makes it difficult to compare rate of growth in circulation between Literacy and ESL materials. The turnover rates, however, can be compared. Table 14 shows that the ESL turnover rate is significantly higher. This agrees with earlier observations in this report. We have already observed that ESL patrons are more inclined than learners to use the library. When ESL patrons come, they seem to know what they want and seek help to find it as required. They appear to have a higher threshold of frustration than the learners with whom we spoke. ESL patrons will often spend time looking at everything on the shelf (see: "Site Visits and Observations" section).

Patrons generally like to have the choice of material in different formats - book, cassette, or video. Table 14 indicates that the turnover rate for video is the highest, followed by cassettes and then books. It should be noted, however, that the loan period for videos is only one week, whereas books and cassettes may be kept for three weeks. This fact makes it difficult to draw a conclusion from the figures. We do know that people who have difficulty with print prefer video format material. We also know that the growth in the number of people who own a VCR also accounts for the popularity of this format.

DISCUSSION: - cont'd

Something else we can tell from the statistics in Tables 10 - 12 is that patrons using literacy materials are going beyond the collection that is immediately available to them at the Branch they are in. The DYNIX system allows "holds" to be placed on circulating material regardless of where its home Branch is, and instructions can be given to send requested material to any Branch location. When circulation statistics for literacy videos from Central Branch (L-LCY-VID) show up in East Area, this means that Library patrons at East Area Branches have asked for that material to be sent to them at their Branch. Unfortunately, we can only guess as to how the request was made - by phone, through DYNIX, through DYNIX by a staff member - as the system doesn't differentiate between the ways that Library patrons place holds. It would be also interesting to know how people are finding literacy collection items on the DYNIX system. We know from the "Literacy Collection Analysis and Access" section that while there is only limited subject access to literacy materials, there is full access by author and title indexes. Multiple access point searches can also be done, for example a list of all the literacy videos could be easily assembled by combining subject and format indexes and pulling out those items in video format that have a literacy collection subject heading.

The figures for circulation of material by collection code and area (Tables 10 - 12) revealed no surprises to the Team. Based on our knowledge of each area's profile, we believe that the figures are an accurate picture of the reality. Also, in deference to reality, it must be recognized that circulation of literacy materials is a very small component of total library circulation. See Table 18, and note the increase, year to year.

We found that the "snapshot" of literacy collection users on April 7, 1993 (Tables 15 - 17) revealed a very interesting picture. According to the snapshot our typical Literacy Material Users have English as their first language, and are women in their late 20's. This doesn't agree with what was observed in the site visits (see "Site Visits and Observations" section). We think there are a number of reasons for that. First, the "snapshot" is created by Library card registration information that comes together when literacy material is being signed out on someone's card - it could be anyone signing the material out, not necessarily a literacy student or provider. Second, there are a very high number of "not identified's" in the snapshot. That's because patrons, under the Canadian Charter of Rights and Freedoms (1982), are not obliged to give the Library personal information about themselves when they register for a Library card. And third, "preferred reading language" turns out to have been understood in different ways. Its purpose is to discover in what languages people want to find books to read, but it seems that sometimes staff and/or patrons interpret it to mean what is your first language, meaning the language you were brought up in and that you speak day-to-day or in the home. In the end, the snapshot is interesting but no real conclusions can be drawn from it at this time.

DISCUSSION: - cont'd

In conclusion, we want to make a comment about circulation statistics in general. They can never tell the whole story, as far as use of a library is concerned. As we noted in the "Site Visits and Observations" section, many people were observed coming to the Library and spending long periods of time using the materials in the building. Even though they did not check anything out, they still got what they wanted or needed.

RECOMMENDATIONS:

(19) That the Library continue to circulate literacy material in all formats, and use the statistics they generate as a sign of user demand and guidance for development of the literacy collection.

(20) That the Library take the circulation statistical information gathered here and use it as the base of comparison for any further collection of literacy material circulation statistics.

(21) That the Library incorporate the gathering of literacy material circulation statistics into its systems analysis process and carry it out on a regular basis (at least once a year).

(22) That the Library review its Library card application process to ensure that staff are providing consistent information to patrons' inquiries and that staff are following standard procedures.

DISCUSSION: - cont'd

TABLE 10: Literacy Materials Circulation Figures for Central Branch

COLLECTION CODE *	LOCATION		
	CENTRAL BRANCH +		
	1/1/91 to 31/12/91	1/1/92 to 31/12/92	1/1/93 to 7/4/93
L-LCY	768	907	218
L-LCY-CASS	86	291	131
L-LCY-VID	115	93	24
LCY	95	108	39
LCY-CASS	5	32	19
LCY-VID	1	1	1
LCY-PB	702	1,235	492
TOTAL:	1,772	2,667	924

* Collection Codes:

L-LCY = Literacy Books and Pamphlets from literacy collection in Language and Literature Division in Central Branch;

L-LCY CASS = Literacy Cassette Tapes from literacy collection in Language and Literature Division in Central Branch;

L-LCY VID = Literacy Videos from literacy collection in Language and Literature Division in Central Branch;

LCY = Literacy Books from literacy collection in Branches [not Central];

LCY-CASS = Literacy Cassette Tapes from literacy collection in Branches [not Central];

LCY-VID = Literacy Videos from literacy collection in Branches [not Central];

LCY-PB = Literacy Paperback materials from all locations.

+ Location: This location included a Learning Centre until 7/92.

DISCUSSION: - cont'd

TABLE 11: Literacy Materials Circulation Figures for North and West Areas

COLLECTION CODE *	LOCATION					
	NORTH AREA [NA] +			WEST AREA [WA] +		
	1/1/91 to 31/12/91	1/1/92 to 31/12/92	1/1/93 to 7/4/93	1/1/91 to 31/12/91	1/1/92 to 31/12/92	1/1/93 to 7/4/93
L-LCY	14	36	3	12	19	0
L-LCY-CASS	0	10	0	0	0	1
L-LCY-VID	0	0	0	0	0	0
LCY	687	1,134	316	1,060	2,175	881
LCY-CASS	58	287	112	95	406	101
LCY-VID	0	66	23	0	93	43
LCY-PB	245	674	217	463	1,137	362
TOTAL:	1,004	2,207	671	1,630	3,830	1,388

* **Collection Codes:**

L-LCY = Literacy Books and Pamphlets from literacy collection in Language and Literature Division in Central Branch;

L-LCY-CASS = Literacy Cassette Tapes from literacy collection in Language and Literature Division in Central Branch;

L-LCY-VID = Literacy Videos from literacy collection in Language and Literature Division in Central Branch;

LCY = Literacy Books from literacy collection in Branches [not Central];

LCY-CASS = Literacy Cassette Tapes from literacy collection in Branches [not Central];

LCY-VID = Literacy Videos from literacy collection in Branches [not Central];

LCY-PB = Literacy Paperback materials from all locations.

+ **Location:**

[NA] = Includes Joe Fortes, Kitsilano, Firehall, West Point Grey Branches;

[WA] = Includes Dunbar, Kerrisdale, Marpole, Oakridge Branches;

DISCUSSION: - cont'd

TABLE 12: Literacy Materials Circulation Figures for South and East Areas

COLLECTION CODE *	LOCATION					
	SOUTH AREA [SA] +			EAST AREA [EA] +		
	1/1/91 to 31/12/91	1/1/92 to 31/12/92	1/1/93 to 7/4/93	1/1/91 to 31/12/91	1/1/92 to 31/12/92	1/1/93 to 7/4/93
L-LCY	8	3	1	14	22	12
L-LCY-CASS	0	0	0	0	6	3
L-LCY-VID	0	0	0	0	2	0
LCY	1,148	1,806	402	1,922	2,451	547
LCY-CASS	124	478	120	545	1,497	547
LCY-VID	0	63	33	12	146	46
LCY-PB	532	684	162	1,012	973	255
TOTAL:	1,812	3,034	718	3,505	5,097	1,410

* **Collection Codes**:

L-LCY = Literacy Books and Pamphlets from literacy collection in Language and Literature Division in Central Branch;

L-LCY-CASS = Literacy Cassette Tapes from literacy collection in Language and Literature Division in Central Branch;

L-LCY-VID = Literacy Videos from literacy collection in Language and Literature Division in Central Branch;

LCY = Literacy Books from literacy collection in Branches [not Central];

LCY-CASS = Literacy Cassette Tapes from literacy collection in Branches [not Central];

LCY-VID = Literacy Videos from literacy collection in Branches [not Central];

LCY-PB = Literacy Paperback materials from all locations.

+ **Location**

[SA] = Includes Champlain Heights, Collingwood, Fraserview, South Hill Branches. South Hill has a Learning Centre.

[EA] = Includes Britannia, Carnegie Reading Room, Hastings, Kensington, Mount Pleasant, Riley Park, Strathcona Branches. Britannia, Hastings and Mount Pleasant have Learning Centres.

DISCUSSION: - cont'd

TABLE 13: Circulation Figures for Literacy and English as a Second Language Materials

MATERIAL FORMAT	MATERIAL TYPE:	
	LITERACY	ESL**
Books *		
No. of titles	329	266
No. of volumes	3,989	1,499
Current use (1)	3,879	2,919
Past use (2)	22,973	37,082
Total use	**26,852**	**40,001**
Cassette Tapes *		
No. of titles	72	133
No. of volumes	536	1,351
Current use (1)	934	3,029
Past use (2)	8,847	42,372
Total use	**9,781**	**45,401**
Videos *		
No. of titles	13	16
No. of volumes	71	105
Current use (1)	197	394
Past use (2)	841	4,640
Total use	**1,038**	**5,034**
Paperbacks *		
No. of titles	35	—
No. of volumes	5,771	—
Current use (1)	1,709	—
Past use (2)	9,353	—
Total use	**11,062**	—

NOTES:

** English as a Second Language

* Material format:

Literacy Collection Codes are -

L-LCY and LCY for books;

L-LCY-CASS and LCY-CASS for cassette tapes

L-LCY-VID and LCY-VID for videos

LCY-PB for paperbacks

ESL materials do not have their own collection codes. They do have their own subject headings in DYNIX, so we used those headings to gather titles together for these statistics. The headings used are:

English Language - Textbooks for foreign speakers;

English Language - sound recordings for foreign speakers;

English Language - films for foreign speakers.

ESL paperbacks cannot be distinguished from paperbacks in general.

(1) Current use is Jan. 1 - Apr. 15, 1993

(2) Past use is pre-1993.

DISCUSSION: - cont'd

TABLE 14: Turnover Rate for Literacy and English as a Second Language Materials: Jan. 1 - April 15,1993

MATERIAL FORMAT	TURNOVER RATE +	
FORMAT:	LITERACY	ESL *
Books	.97	1.95
Cassette Tapes	1.74	2.24
Videos	2.77	3.75
Paperbacks	.30 x	- - xx

+ Expressed as current use ÷ volumes (statistics used in calculations are from Table 13)

* English as a Second Language.

x This statistic is not a reliable one, because in the DYNIX system, Literacy Paperback collection codes are prepared in bulk. This means that once they are created, DYNIX treats them as active and available to take out, even though they may not yet have been assigned to an actual title. DYNIX can't distinguish between codes on paperbacks that are available to take out and codes that are still inactive, waiting to be assigned to material.

xx ESL paperbacks cannot be distinguished from paperbacks in general.

TABLE 15: Literacy Collection Users Snapshot - April 7, 1993: Preferred Reading Language

PREFERRED READING LANGUAGE (1st language) - by language	NUMBER OF PATRONS	%
English	429	51
Other	178	21
Not identified	230	28
Total	837	100

TABLE 16: Literacy Collection Users Snapshot - April 7, 1993: Sex

SEX	NUMBER OF PATRONS	%
Male	224	27
Female	480	57
Not identified	133	16
Total	837	100

TABLE 17: Literacy Collection Users Snapshot - April 7, 1993: Age

AGE	NUMBER OF PATRONS	%
1-5	0	0
6-10	18	2
11-15	61	7
16-20	41	5
21-25	86	11
26-30	126	15
31-35	119	14
36-40	100	12
41-45	86	11
46-50	55	6
51 +	50	6
not identified	95	11
TOTAL	837	100

TABLE 18: Literacy Materials Circulation Compared to Total Library Materials Circulation

YEAR	CIRCULATION -		LITERACY AS
	Total Materials:	Literacy Materials:	% OF TOTAL
1991	6,009,710	9,723	.16
1992	6,408,354	16,835	.26
1993	6,847,750	20,444	.30

Sources:

1991 and 1992 total circulation:

- The Vancouver Public Library 1992 Annual Report.

1993 Total Circulation:

- projected based on information in the Vancouver Public Library Operating Report: Semi-Annual, 1993 [= Jan. - June, 1993] (3,423,875 x 2).

1991 and 1992 literacy circulation: Tables 10 - 12.

1993 literacy circulation: projected based on information in Tables 10 - 12 (5111 x 4).

LITERACY COLLECTION
ANALYSIS AND ACCESS

PURPOSE/RATIONALE:

To examine the current literacy collection to see what subject areas it covers and to review the holdings and their circulation to see if any one subject, or any group of subjects, or any format is particularly popular with users of this collection. To review how the literacy collection is made available to the public through the library system, as compared to other parts of the collection. To compare the scope and depth of our literacy collection with other literacy collections.

PROCEDURE:

The literacy collection is divided into two parts. One part is Reader Material, which has generic entry in the DYNIX computer system. The other part is catalogued and entered in DYNIX. For this activity we are looking at the catalogued materials only. They include books and audiovisual materials like cassette tapes and videos. The catalogued items essentially represent the nonfiction, the factual material in the collection. The call number for books, which is used to find them on the shelf, is made up of three parts, as seen here:

428.62	***Sc4***	***L***
class number	cutter #1	cutter #2

All literacy materials at VPL are classed in the number ***428.62***. Cutter #1 indicates the subject area of the material. Table 19 shows the different cutters and their meanings. The third part of the call number, cutter #2 is a single letter. It is used to distinguish different authored books on the same topic. It is usually taken from the first letter of the author's last name. This is the way that books are treated; the call number for audiovisual material is built the same way as that of a book, except that cutter #2 is fuller, as seen here:

428.62	***Ma4***	***C7c***
class number	cutter #1	cutter #2

We decided that the best way to survey the literacy collection holdings was by scanning the call number index in the DYNIX computer system. It was decided that the fairest way to check circulation, since it wasn't practical to look at all the titles, was to create a literacy sample collection by picking up to five items from each subject area at random. Book and audiovisual formats were dealt with separately.

In our review of the literature, we found two items that provided us with other literacy collection lists that we could compare to our collection. They were:

> Allen, Rebecca. The Reading Place Booklist. Seattle: Seattle Public Library [1992].
>
> "*[Appendix] A*: Core Collection" in Project: LEARN. Books for Adult New Readers. 5th rev. ed. [6th ed]. Revised and annotated by Frances Josephson Pursell. Cleveland: The Author, 1991. pp.170 - 74.

RESULTS:

See Tables 20 - 33.

DISCUSSION:

Many tables have been compiled for this section. In many respects, this section is similar to the "Circulation of Literacy Materials" section except that here we have the Literacy Collection under a magnifying glass. We are really focusing in on the collection and the types of materials that make up the collection.

Tables 20 - 24 examine the different material formats in the Library's literacy collection, and compare the proportions that we have to proportions from the Allen and Project: Learn collection lists. Tables 20 - 22 look at how many book items or audio-visual items there are in each subject area compared to the total number of items in the literacy collection. Tables 23 and 24 take the same information as in Tables 20 and 21 but look at it a different way: in each subject area, how many book items are there and how many audio visual items are there?

Tables 29 - 33 are focusing on circulation statistics. Tables 30 and 31 refer to "titles" and "volumes." The Library often buys many copies of one particular book or title. If we buy, for example, 20 copies of a given title, we have then one title but 20 volumes. Tables 30 - 32 refer to "Total" and "Current" circulation. "Total Circulation" is a count of how often material has been signed out from the Library, starting from the time the DYNIX computer was installed in May,1990 to January 26th, 1994. "Current Circulation" is the same count, but only for the period Jan. 1 - 26, 1994. Tables 30 - 32 also discuss turnover rate information. Turnover rates tell us how often materials are being taken out of the Library. You divide circulation figure by number of volumes to get turnover rate. The higher the turnover rate, the more often materials are being taken out of the Library.

DISCUSSION: - cont'd

Comparing the Library's collection with the Allen and Project: Learn collection lists shows some interesting differences in regards to collection balance (Tables 20 - 22). Overall, both Allen and Project: Learn have larger proportions of materials dealing with Science and Social Studies than the Library does. For Social Studies, we know that there is currently a lack of Canadian content social studies materials written for the learner audience. We note that the Lifeskills and Phonics subject areas are relatively equal in this comparison.

Comparing the proportion of audiovisual to book materials in the Library's collection and the Allen list (Tables 23 and 24), shows that while VPL has a higher percentage of audiovisual than Allen, Allen has no audiovisual in only 1 out of 11 subject areas, Religion, whereas the Library has none in 4 out of 11 areas: Religion, Science, Social Studies and Spelling. Given the proven popularity of the audiovisual format in the literacy collection (see: "Circulation of Literacy Materials"), this will need to be reviewed. Both lists show a pronounced emphasis on audiovisual format in the Reading subject area. Comparison of the ratio between audiovisual and book formats in the literacy collection and VPL's collection in general shows that the ratio in the literacy collection is roughly 33 times higher than in general! This is supported by Focus Group comments and statistics in the "Circulation of Literacy Materials" section that show the audiovisual format to be an attractive format for learners, and one they feel comfortable with.

A comparison of the Top 5 subject areas of the Library, Allen and Project: Learn (Table 26) shows that while the order of magnitude may not be the same, the same topics essentially appear in all three lists, except in the case of Social Studies, which was noted previously. Even when the Top 5 are compiled within separate formats there is no significant change in the ordering.

Vancouver Public Library has twice as many reading materials in its collection than Allen and Project: Learn, but this reflects the fact that a high number of the items in the "other" category in the Allen and Project: Learn lists are stories which we treat generically and could not separate out for this comparison. Allen, in addition to stories, had other areas in its 18 categories that didn't fit the Library's subject scheme; for example: Teaching, Poetry and Sports. Other Allen categories like GED and Reference had to be pulled apart in order to fit the Library's literacy collection scheme. The Library also has twice as much material proportionally on Writing as the two lists.

We believe that the random sample of items for our literacy sample collections reflects the age of the our collection. We surveyed the DYNIX Bibliographic Record Numbers of sample items and found them to be representative of recent and older literacy materials acquisitions (Table 27). We also found that each subject area had fair representation in the sample. (Table 28).

DISCUSSION: - cont'd

Comparison of circulation statistics and turnover rates (Tables 29 - 31) affirms that audiovisual material is, for the most part, more popular than book material. When the figures showed this wasn't the case, we feel it is because of the fact that audiovisual materials are only present in 7 out of 11 subject areas. This had been confirmed earlier in this section. A look at the top 5 subject areas by the two turnover rate groups and percentage of materials out shows two distinct streams (Table 32). In book format only Grammar and Vocabulary are in all three groups, while in audiovisual, Math, Reading and Lifeskills are present in all three. We take this to mean that there are no subject areas that consistently draw high usage from patrons over the long term.

We wanted to see if we could get a preliminary picture of subject demand on the literacy collection at individual branches, while also examining the "pull" on the collection. Because the DYNIX system allows patrons to retrieve circulating materials from any Branch and have them sent to any other Branch, we thought that if we tracked items in Branch collections and compared them to total DYNIX circulation statistics for the same item that that might show us whether there was a "pull," a demand for particular subjects or formats in individual Library system areas. (We did this on a system-wide scale in the "Circulation of Library Materials" section) What we found (see Table 33) was that in general, the "pull" on audiovisual material is strong throughout the system, especially in the Lifeskills subject area, Mathematics and Reading. This affirmed earlier findings, once again. Books in Mathematics, Reading, Spelling and Social Studies subject areas show "pull" throughout the system. By area, we found that the North Area shows the least amount of activity of the four areas. Unfortunately, there's no way to pro-rate this information to distinguish older titles which will have had more circulations, from newer titles which will have had fewer circulations.

There are 2 principal observations to make regarding access. First, there is only one subject heading assigned to the literacy book materials; this is "Literacy - Texts." In areas like Phonics (2 titles) and Spelling (6 titles), this doesn't cause problems, but 7 out of 11 categories have more than 20 titles each; Lifeskills has 97. We believe it's appropriate to review subject heading assignment to see if there should be more specific subject breakdowns. Second, the briefer Cutter #2 on books is causing lumps of material to appear in the call number index, making it more difficult to distinguish between individual book titles. We believe that full call numbers should start to be used in the literacy collection book materials. Technical Services is the section of the Library that processes materials when they first arrive and where these activities take place.

DISCUSSION: - cont'd

We also note that there are no statements in the Library's Collection Development Policy Manual (Vancouver Public Library, 1988) about literacy materials. This manual is the document that describes what kinds of materials the Library purchases and to what extent we buy them. It is considered to be an inclusive document.

RECOMMENDATIONS: (Recommendations 19 - 21 apply to this section too)

(23) That the Library include a statement on buying literacy materials in its Collection Development Policy Manual.

(24) That the Library review with its Technical Services Section the issue of full cataloguing of literacy non-fiction book materials.

(25) That the Library review with its Technical Services Section the assignment of subject headings to literacy non-fiction book materials. Perhaps in cases where a certain number of titles is reached in a subject area, a second distinctive subject heading could be added. Retrospective conversion should also be considered in this review. The Literacy Committee could be the designated body for this.

(26) That the Library gather literacy collection circulation statistics at the individual item and Branch level, and use these statistics as a gauge of demand for individual literacy collection subject areas and formats within these areas.

(27) That Library Branches use the kind of statistics gathered in Table 33 as the basis for the development of Branch Literacy Collection Development Profiles, to be reviewed at regular intervals.

TABLE 19: Literacy Call Number Cutter #1's and Their Meanings

CUTTER #1	MEANING
Gr7	Grammar
Li7	Lifeskills
Ma4/Ma7	Mathematics
Ph5	Phonics
Re2	Reading
Re3	Religion
Sc4	Science
Sp7	Spelling
Vo8	Vocabulary
Wr9	Writing

TABLE 20: Number of Titles by Format for each Vancouver Public Library Literacy Collection Subject Area

SUBJECT AREA	FORMAT		TOTAL (%)
	Books (%)	Audiovisual (%)	
Grammar	13 (4.2)	1 (1.0)	14 (3.3)
Lifeskills	97 (31.3)	9 (8.1)	106 (25.2)
Mathematics	35 (11.3)	5 (4.5)	40 (9.5)
Phonics	2 (1.0)	2 (1.8)	4 (1.0)
Reading	44 (14.2)	84 (75.7)	128 (30.0)
Religion	2 (1.0)	——	2 (0.5)
Science	44 (14.2)	——	44 (10.5)
Social Studies	20 (6.5)	——	20 (4.8)
Spelling	6 (2.0)	——	6 (1.4)
Vocabulary	22 (7.1)	1 (1)	23 (5.5)
Writing	25 (8.1)	9 (8.1)	34 (8.1)
Total	310 (100.0)	111 (100.0)	421 (100.0)

TABLE 21: Number of Titles by Format for each Allen *The Reading Place Booklist* Literacy Collection Subject Area *

SUBJECT AREA *	FORMAT		TOTAL (%)
	Books (%)	Audio Visual (%)	
Grammar	6 (0.4)	5 (4.0)	11 (0.64)
Lifeskills	178 (11.0)	14 (11.0)	192 (11.20)
Mathematics	29 (2.0)	9 (7.0)	38 (2.20)
Phonics	3 (0.2)	1 (0.8)	4 (0.23)
Reading	48 (3.0)	78 (60.0)	126 (7.40)
Religion	14 (0.9)	——	14 (0.82)
Science	229 (14.0)	1 (0.8)	230 (13.40)
Social Studies	253 (16.0)	1 (0.8)	254 (14.80)
Spelling	5 (0.3)	1 (0.8)	6 (0.35)
Vocabulary	18 (1.0)	3 (2.0)	21 (1.20)
Writing	25 (2.0)	10 (8.0)	35 (2.00)
Other **	777 (49.0)	6 (5.0)	783 (45.70)
Total	**1,585 (100.0)**	**129 (100.0)**	**1,714 (100.00)**

* Expressed in VPL equivalents as appropriate.

** Allen has a number of categories that don't match up with the Library's. They include -

News - 28 titles
People - 141 titles
Poetry - 23 titles
Sports - 53 titles
Stories - 395 titles
Teaching - 143 titles

TABLE 22: Number of Titles by Format for each Project Learn Books for Adult New Readers Literacy Core Collection Subject Area

SUBJECT AREA *	FORMAT - Books (%)
Grammar	1 (0.8)
Lifeskills	14 (11.1)
Mathematics	5 (4.0)
Phonics	1 (0.8)
Reading	10 (7.9)
Religion	2 (2.4)
Science	10 (7.9)
Social Studies	9 (7.2)
Spelling	3 (2.4)
Vocabulary	2 (1.6)
Writing	3 (2.4)
Other **	65 (51.5)
Total	**126 (100.0)**

* Expressed in VPL equivalents as appropriate
** Stories

TABLE 23: Breakdown by Format for each Vancouver Public Library Literacy Collection Subject Area

SUBJECT AREA	NUMBER OF TITLES -		TOTAL (%)
	Books (%)	Audiovisual (%)	
Grammar	13 (92.9)	1 (7.1)	14 (100.0)
Lifeskills	97 (91.5)	9 (8.5)	106 (100.0)
Mathematics	35 (87.5)	5 (12.5)	40 (100.0)
Phonics	2 (50.0)	2 (50.0)	4 (100.0)
Reading	44 (34.4)	84 (65.6)	128 (100.0)
Religion	2 (100.0)	——	2 (100.0)
Science	44 (100.0)	——	44 (100.0)
Social Studies	20 (100.0)	——	20 (100.0)
Spelling	6 (100.0)	——	6 (100.0)
Vocabulary	22 (95.7)	1 (4.3)	23 (100.0)
Writing	25 (73.5)	9 (26.5)	34 (100.0)
Total	310 (73.6)	111 (26.4)	421 (100.0)

TABLE 24: Breakdown by Format for each Allen The Reading Place Booklist Literacy Collection Subject Area

SUBJECT AREA *	NUMBER OF TITLES -		TOTAL (%)
	Books (%)	**Audiovisual (%)**	
Grammar	6 (55.0)	5 (45.0)	11 (100.0)
Lifeskills	178 (93.0)	14 (7.0)	192 (100.0)
Mathematics	29 (76.3)	9 (23.7)	38 (100.0)
Phonics	3 (75.0)	1 (25.0)	4 (100.0)
Reading	48 (38.1)	78 (61.9)	126 (100.0)
Religion	14 (100.0)	----	14 (100.0)
Science	229 (99.6)	1 (0.4)	230 (100.0)
Social Studies	253 (99.6)	1 (0.4)	254 (100.0)
Spelling	5 (83.0)	1 (17.0)	6 (100.0)
Vocabulary	18 (85.8)	3 (14.2)	21 (100.0)
Writing	25 (71.4)	10 (28.6)	35 (100.0)
Other **	777 (99.2)	6 (0.8)	783 (100.0)
Total	1,585 (92.4)	129 (7.6)	1,714 (100.0)

* Expressed in VPL equivalents as appropriate

** Allen has a number of categories that don't match up with the Library's. They include -

News - 28 titles
People - 141 titles
Poetry - 23 titles
Sports - 53 titles
Stories - 394 titles
Teaching - 143 titles

TABLE 25: Book/Audiovisual (A/V) Materials Ratio in the Vancouver Public Library (VPL) Literacy Collection and in the VPL Collection Overall

COLLECTION	NO. OF A/V	TOTAL NUMBER *	RATIO
Literacy	111	421	1:3
VPL (general)	16,269	1,591,822 **	1:100

* Includes circulating material only.

**Source: Vancouver Public Library DYNIX computer system, as compiled by Library's Computer Room, Jan. 31, 1994

TABLE 26: **The Top 5 Subject Areas by Percentage in the Vancouver Public Library Literacy Collection, Allen's The Reading Place Booklist and Project: Learn's Books for Adult New Readers Literacy Core Collection**

MATERIAL TYPE:	VPL:	BAUEN:	PROJECT: LEARN
Collection Overall	Lifeskills Science Mathematics Writing Reading	Social Studies Science Lifeskills Reading Mathematics	Lifeskills Science/Reading ** Social Studies Mathematics Writing/Religion/Spelling **
Books Only	Lifeskills Reading/Science ** Mathematics Writing Vocabulary	Social Studies Science Lifeskills Reading Mathematics	Lifeskills Science/Reading ** Social Studies Mathematics Writing/Religion/Spelling **
Audiovisual Only*	Reading Lifeskills/Writing ** Mathematics Phonics Vocabulary/Grammar **	Reading Lifeskills Writing Mathematics Grammar	- - - - - -

* VPL has audiovisual material in 7/11 subject areas; Allen, in 10/11 subject areas; Project: Learn, in 0/11 subject areas.

** Tied

TABLE 27: Literacy Sample Collection DYNIX Bibliographic Record Numbers: Sorted by Number *

DYNIX RECORD NUMBER RANGE	NUMBER OF SAMPLE ITEMS
0 - 99,999	2
100,000 - 199,999	4
200,000 - 299,999	2
300,000 - 399,999	3
400,000 - 499,999	2
500,000 - 599,999	12
600,000 - 699,999	8
700,000 - 799,999	24
800,000 - 899,999	16
Total	73

* The higher the number, the more recently the item has been received.

TABLE 28: Literacy Sample Collection DYNIX Bibliographic Record Numbers: Sorted by Subject

DYNIX RECORD NUMBER RANGE	SUBJECT AREAS (Number of Sample Items)										
	Gr	Li	Ma	Ph	Re2	Re3	Sc	So	Vo	Wr	Sp
0 - 99,999		1				1					
100,000 - 199,999			2	1				1			
200,000 - 299,999		1									1
300,000 - 399,999	1	1			1						
400,000 - 499,999	1				1						
500,000 - 599,999		2	3				2		2	2	1
600,000 - 699,999		1		1	3			2		1	
700,000 - 799,999	3	2	4	1	2	1	2	1	3	3	2
800,000 - 899,999		3	1	1	3		1	1	1	4	1
Total	5	11	10	4	10	2	5	5	6	10	5

Gr - Grammar
Li - Lifeskills
Ma - Mathematics
Ph - Phonics
Re2 - Reading
Re3 - Religion
Sc - Science
So - Social Studies
Sp - Spelling
Vo - Vocabulary
Wr - Writing

TABLE 29: Literacy Sample Collection Circulation Statistics

SUBJECT AREA	FORMAT					
	Books			Audiovisual		
	Total Number of Titles	Total Circulation	Average Circulation	Total Number of Titles	Total Circulation	Average Circulation
Gr	5	601	120	1	55	55
Li	5	136	27	5	526	105
Ma	5	790	158	5	371	74
Ph	2	450	225	2	586	293
Re2	5	542	108	5	712	142
Re3	2	18	9	—	—	—
Sc	5	187	37	—	—	—
So	5	314	63	—	—	—
Sp	5	978	196	—	—	—
Vo	5	364	73	1	72	72
Wr	5	1,706	341	5	44	9
Median			108			105
Mean			123.36			107.14

Gr - Grammar	Ph - Phonics	Sc - Science	Vo - Vocabulary
Li - Lifeskills	Re2 - Reading	So - Social Studies	Wr - Writing
Ma - Mathematics	Re3 - Religion	Sp - Spelling	

Source: DYNIX computer system; for period May 1990 - Jan. 26, 1994.

TABLE 30: Circulation Status and Turnover Rate for Subject Areas in the Literacy Sample Collection (Book materials)

SUBJECT AREA	BOOK MATERIALS							
	Number of Sample Titles	Number of Sample Volumes	Total Sample Circulation	Sample Turnover Rate/Total	Current Sample Circulation **	Sample Turnover Rate/Current	Number of Sample Volumes Currently Signed Out (1)	% of Sample Volumes Currently Signed Out
Gr	5	37	601	16.2	15	.41	13	35.1
Li	5	23	136	5.9	1	.04	0	- - -
Ma	5	72	790	11.0	13	.18	6	8.3
Ph	2	77	450	5.8	5	.06	11	14.3
Re2	5	81	542	6.7	29	.35	18	22.2
Re3	2	10	18	1.8	0	0	0	- - -
Sc	5	50	187	3.7	6	.12	5	10.0
So	5	29	314	10.8	7	.24	5	17.2
Sp	5	127	978	7.7	23	.18	20	15.7
Vo	5	41	364	8.9	16	.39	6	14.6
Wr	5	230	1,558	6.9	72	.31	60	26.1

Gr - Grammar
Li - Lifeskills
Ma - Mathematics
Ph - Phonics
Re2 - Reading
Re3 - Religion
Sc - Science
So - Social Sciences
Sp - Spelling
Vo - Vocabulary
Wr - Writing

Notes:

** The time period for current circulation is January 1 - 26, 1994.

(1) based on January 26, 1994 circulation activity information.

TABLE 31: **Circulation Status and Turnover Rates for Subject Areas in the Literacy Sample Collection (Audiovisual materials)**

SUBJECT AREA	AUDIO VISUAL MATERIALS							
	Number of Sample Titles	Number of Sample Volumes	Total Sample Circulation	Sample Turnover Rate/Total	Current Sample Circulation **	Sample Turnover Rate/Current	Number of Sample Volumes Currently Signed Out (1)	% of Sample Volumes Currently Signed Out
Gr	1	4	55	13.8	0	---	0	---
Li	5	15	526	35.1	13	.87	2	13.3
Ma	5	22	371	16.9	9	.41	2	.91
Ph	2	23	586	25.9	10	.43	5	21.7
Re2	5	35	712	20.3	15	.43	10	28.6
Re3	---	---	---	---	---	---	---	---
Sc	---	---	---	---	---	---	---	---
So	---	---	---	---	---	---	---	---
Sp	---	---	---	---	---	---	---	---
Vo	1	7	72	9.0	1	.14	2	28.6
Wr	5	7	44	6.3	5	.71	1	14.3

Gr - Grammar
Li - Lifeskills
Ma - Mathematics
Ph - Phonics
Re2 - Reading
Re3 - Religion
Sc - Science
So - Social Sciences
Sp - Spelling
Vo - Vocabulary
Wr - Writing

Notes:

** The time period for current circulation is January 1 - 26, 1994.

(1) based on January 26, 1994 circulation activity information.

TABLE 32: Top 5 Subject Areas in the Literacy Sample Collection According to Current Circulation Status and Turnover Rate

MATERIAL TYPE	% of Sample Volumes Currently Signed Out *	Sample Turnover Rate/Current (a)	Sample Turnover Rate/Total (a)
Book	Grammar Reading Science Spelling Vocabulary	Grammar Vocabulary Reading/Writing ** Social Studies Mathematics/Spelling **	Grammar Mathematics Social Studies Vocabulary Spelling
Audiovisual	Reading/Vocabulary ** Phonics Writing Life Skills Mathematics	Writing Lifeskills Reading/Phonics ** Mathematics Spelling	Lifeskills Phonics Reading Mathematics Grammar

* Based on January 26th, 1994 circulation activity information.

** Tied

(a) Based on Table 30 Statistics.

TABLE 33: Literacy Sample Collection Circulation Statistics by Subject Area - Use of Materials from a Branch's Collection versus Use of Materials signed out in that Branch but coming from Other Branches' Collections: Part I

BRANCH * (arranged by area groupings)	GRAMMAR				LIFESKILLS				MATHEMATICS			
	Books		Audiovisual		Books		Audiovisual		Books		Audiovisual	
	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned
CEN	100	5	10	---	43	---	278	---	91	---	119	1
KITS	10	---	---	---	2	---	34	18	4	---	30	9
JF*	22	1	---	---	---	---	---	2	43	1	---	---
FHL	12	---	---	---	---	1	---	1	13	13	---	---
WPG	5	---	---	---	---	---	---	---	---	4	---	---
DUN	---	1	---	---	---	---	---	---	---	1	---	2
MAR	22	---	---	---	5	---	---	3	16	---	---	1
KERR	24	---	---	---	---	---	---	1	---	1	---	1
OAK	37	4	15	---	19	2	32	2	165	7	95	---
CHA	31	---	5	---	---	---	25	3	---	14	48	---
FRV	---	1	---	---	4	---	---	1	20	---	---	---
COL	70	---	---	---	13	---	---	4	119	---	---	1
SH*	57	---	---	2	---	---	---	10	---	3	---	4
BRI	32	---	---	1	8	---	---	4	44	1	---	1
MPL	86	1	---	---	28	---	---	8	53	25	---	1
RP*	28	---	---	---	---	---	---	2	---	---	---	3
KEN	17	---	---	---	3	---	---	1	13	23	---	---
HAS	26	9	22	---	---	10	108	6	77	31	43	2
CAR	---	---	---	---	---	---	---	1	---	---	---	---

Source: "Grand Total Use" statistics for each title from DYNIX computer system; period covered is May, 1990 - January 26, 1994.

*CEN= Central
KITS = Kitsilano
JF* = Joe Fortes
FHL = Firehall
WPG = West Point Grey
DUN = Dunbar
MAR = Marpole
KERR = Kerrisdale
OAK = Oakridge
CHA = Champlain Heights
FRV = Fraserview
COL = Collingwood
SH* = South Hill
BRI = Britannia
MPL = Mount Pleasant
RP* = Riley Park
KEN = Kensington
HAS = Hastings
CAR = Carnegie

TABLE 33: Literacy Sample Collection Circulation Statistics by Subject Area - Use of Materials from a Branch's Collection versus Use of Materials signed out in that Branch but coming from Other Branches' Collections: Part II

BRANCH * (arranged by area groupings)	PHONICS				READING				RELIGION			
	Books		Audiovisual		Books		Audiovisual		Books		Audiovisual	
	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned
CEN	56	---	6	---	49	---	80	---	5	---	---	---
KITS	28	---	97	---	---	5	30	2	---	---	---	---
JF*	---	---	27	---	7	1	72	---	2	---	---	---
FHL	---	---	---	---	29	---	---	1	---	---	---	---
WPG	---	---	---	---	8	---	---	---	---	---	---	---
DUN	---	10	---	---	---	11	---	---	---	---	---	---
MAR	35	3	---	---	20	14	26	---	---	---	---	---
KERR	39	---	6	---	25	4	---	2	---	---	---	---
OAK	98	---	103	---	33	---	61	1	9	---	---	---
CHA	---	---	6	1	10	2	23	---	1	---	---	---
FRV	33	---	11	---	100	---	20	7	1	---	---	---
COL	---	---	20	---	14	---	47	2	---	---	---	---
SH*	34	10	---	4	36	3	13	2	---	---	---	---
BRI	---	---	36	1	4	5	30	1	---	---	---	---
MPL	28	---	128	---	39	11	161	---	---	---	---	---
RP*	34	---	35	---	33	---	---	2	---	---	---	---
KEN	30	---	---	1	22	---	62	1	---	---	---	---
HAS	22	---	105	---	38	18	49	---	---	---	---	---
CAR	---	---	---	---	---	1	---	---	---	---	---	---

Source: "Grand Total Use" statistics for each title from DYNIX computer system; period covered is May, 1990 - January 26, 1994.

*CEN= Central
KITS = Kitsilano
JF* = Joe Fortes
FHL = Firehall
WPG = West Point Grey
DUN = Dunbar
MAR = Marpole
KERR = Kerrisdale
OAK = Oakridge
CHA = Champlain Heights
FRV = Fraserview
COL = Collingwood
SH* = South Hill
BRI = Britannia
MPL = Mount Pleasant
RP* = Riley Park
KEN = Kensington
HAS = Hastings
CAR = Carnegie

TABLE 33: **Literacy Sample Collection Circulation Statistics by Subject Area - Use of Materials from a Branch's Collection versus Use of Materials signed out in that Branch but coming from Other Branches' Collections: Part III**

BRANCH * (arranged by area groupings)	SCIENCE				SOCIAL STUDIES				SPELLING			
	Books		Audiovisual		Books		Audiovisual		Books		Audiovisual	
	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned
CEN	30	1	---	---	68	2	---	---	68	---	---	---
KITS	-----	---	---	---	6	1	---	---	36	---	---	---
JF*	13	1	---	--	7	1	---	---	103	---	---	---
FHL	---	3	---	---	---	5	---	---	60	---	---	---
WPG	---	---	---	---	---	2	---	---	8	---	---	---
DUN	---	---	---	---	---	---	---	---	12	2	---	---
MAR	16	---	---	---	---	1		---	16	1	---	---
KERR	2	1	---	---	---	2		---	---	3	---	---
OAK	11	1	---	---	32	3		---	238	33	---	---
CHA	---	---	---	---	---	---	---	---	45	---	---	---
FRV	19	3	---	---	20	---	---	---	96	2	---	---
COL	10	---	---	---	18	---	---	---	105	---	---	---
SH*	---	12	---	---	---	7		---	7	7	---	---
BRI	5	1	---	---	7	1		---	59	---	---	---
MPL	17	---	---	---	32	1		---	66	2	---	---
RP*	13	---	---	---	42	3		---	7	2	---	---
KEN	22	---	---	---	33	---	---	---	4	1	---	---
HAS	6	---	---	---	---	20		---	---	5	---	---
CAR	---	---	---	---	---	---	---	---	---	---	---	---

Source: "Grand Total Use" statistics for each title from DYNIX computer system; period ccvered is May, 1990 - January 26, 1994.

*CEN= Central
KITS = Kitsilano
JF* = Joe Fortes
FHL = Firehall
WPG = West Point Grey
DUN = Dunbar
MAR = Marpole
KERR = Kerrisdale
OAK = Oakridge
CHA = Champlain Heights
FRV = Fraserview
COL = Collingwood
SH* = South Hill
BRI = Britannia
MPL = Mount Pleasant
RP* = Riley Park
KEN = Kensington
HAS = Hastings
CAR = Carnegie

93

92

TABLE 33: **Literacy Sample Collection Circulation Statistics by Subject Area - Use of Materials from a Branch's Collection versus Use of Materials from signed out in that Branch but coming from Other Branches' Collections: Part IV**

BRANCH * (arranged by area groupings)	VOCABULARY				WRITING			
	Books		Audiovisual		Books		Audiovisual	
	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned	Owned	Not Owned
CEN	27	---	3	---	171	---	21	---
KITS	17	---	---	---	38	2	---	---
JF*	30	1	---	1	105	---	---	---
FHL	---	8	---	---	---	16	---	---
WPG	11	---	---	9	---	4	---	---
DUN	---	3	---	1	10	---	---	---
MAR	18	2	8	---	159	3	---	---
KERR	---	---	---	---	---	12	---	---
OAK	62	---	16	---	56	8	14	---
CHA	15	---	---	---	138	---	8	---
FRV	23	1	5	---	138	5	---	---
COL	35	---	---	---	156	3	---	---
SH	9	1	---	---	136	2	---	---
BRI	20	2	---	---	51	---	---	---
MPL	38	---	12	---	120	1	---	1
RP	13	---	---	2	69	---	---	---
KEN	---	------	---	---	66	---	---	---
HAS	22	6	15	---	28	2	---	---
CAR	---	---	---	---	---	---	---	---

Source: "Grand Total Use" statistics for each title from DYNIX computer system; period covered is May, 1990 - January 26, 1994.

*CEN = Central
KITS = Kitsilano
JF* = Joe Fortes
FHL = Firehall
WPG = West Point Grey
DUN = Dunbar
MAR = Marpole
KERR = Kerrisdale
OAK = Oakridge
CHA = Champlain Heights
FRV = Fraserview
COL = Collingwood
SH* = South Hill
BRI = Britannia
MPL = Mount Pleasant
RP* = Riley Park
KEN = Kensington
HAS = Hastings
CAR = Carnegie

LITERACY BIBLIOGRAPHIES

PURPOSE/RATIONALE:

To check the quality and quantity of the Library's collection of literacy materials by comparing it to lists of essential and recommended items in existing literacy materials bibliographies. When libraries are doing collection development for their entire collection or one area in particular, this is the standard method that is used (Guide to the Evaluation of Library Collections).

PROCEDURE:

We selected four recent bibliographies compiled by local and other North American agencies. We were very careful to pick ones that Vancouver Public Library hadn't produced or been involved with in the creation. They are:

A New Start: a bibliography of adult literacy resource materials. Toronto: Ontario Ministry of Citizenship and Culture. Libraries and Community Information Branch 1986.

Layne, Cherie and Barbara Bate. Adult Literacy Resource Information Package. Delta, B.C.: Adult Literacy Contact Centre, 1988.

Project: LEARN. Books for Adult New Readers. 5th rev. ed. [6th ed.] Revised and annotated by Frances Josephson Pursell. Cleveland: The Author, 1991. "[Appendix] A: Core Collection"

Literacy Materials Bulletin. no.1 - . 1990 - . [7 issues].

We checked to see how many of the items listed in the bibliographies were in our collection. We used our DYNIX computer system to do this, checking authors and titles as appropriate.

RESULTS:

Overall the Library owns at least 51.6% of the recommended core items in these local and other North American bibliographies. The actual percentage may be higher, as not all of our literacy materials have individual records in DYNIX, meaning that the Library may have an item but it cannot be verified on DYNIX because it has been processed as a type of material, e.g. paperback, rather than an individual record with author/title/publishing information. Our holdings are especially strong from the Literacy Materials Bulletin, a B.C. based review of materials for learners and providers.

DISCUSSION:

The Project Team views the 51.6% as indicating that we have a reasonable though not outstanding quantity and quality of collection. In addition to the fact that the Library owns many other "quality" items which are not on these four lists, there are also limitations to our DYNIX searching as mentioned in "Results." Are we perhaps misleading our public, particularly learners, who think if it's not on the computer we don't have it? It should also be noted that since two of the lists are relatively old, it is quite possible that we had the items in question at one time and they may since have been discarded.

If this information is taken out of context, it might suggest the need to further build the core collection, perhaps aiming for a figure of 70 - 75%. However, in light of the important information we gathered from Focus Groups, the size of our collection is not the issue. The problems instead are, first and foremost, the arrangement of and access to the existing collection; and secondly, the lack of specific kinds of materials.

A discussion and recommendations regarding these two problems is in the "Focus Group" section (Recommendations 6 and 8). Some of that information is repeated in the recommendations below.

We also used two literacy bibliographies that were subject-specific: one on family literacy, the other on workplace literacy (Lane, Family; Lane, Workforce). Checking these against our collection we found that we had 13 out of the 19 items (68.4%) from the family literacy list; and 2 out the of 20 items (10%) from the workplace literacy list.

The matter of Collection Development Policy is discussed in the "Literacy Collection Analysis and Access" section. See ***Recommendation 23.***

RECOMMENDATIONS:

(28) That the Library continue to purchase literacy materials from recognised sources, but with less emphasis on workbooks and more emphasis on high interest general materials, as suggested by learners in the Focus Groups; These suggestions include more or newer:

- math books
- books with pictures
- abridged books on cassettes
- "read-along" books and cassettes
- job search and career info
- learner-generated and produced writing
- general high interest/low vocabulary books
- recreational and pleasure reading (not workbooks)
- very beginning level materials
- high level "bridge" materials
- materials by, for and about Natives
- a wider range of easy reading material on all subjects from Buddy Holly and Bill Reid to tattoos and cobras

(29) That in the absence of commercially available published material of the kinds noted, the Library assume partnership and/or advocacy roles to increase the availability of the desired materials. Some examples of what the library might do include:

- entering a partnership with the Learning Centre program to publish learner writings from that program
- entering a partnership with an educational institution, for example the Vancouver School Board or Vancouver Community College, to publish learner writings from their program
- publishing learner writings on its own. This could be done in a variety of ways: posters, articles in Library newsletters, books
- developing a statement on the kinds of materials needed, and using that as a point of reference in our work with the publishing community
- working with the library community through representation and other capacities to develop consensus on this issue (perhaps use our statement?) for dealings with the publishing community
- working with the general literacy community on the issue of materials for learners. Share our statement with creators of Literacy program learners' publications
- maintaining a demonstration collection of learner materials and a publisher information file on producers of learner materials

RECOMMENDATIONS: - cont'd

(30) That the Library regularly use the direct input of learners when purchasing materials (see also Recommendation 6 in "Focus Group").

(31) That the Library review its monitoring of special topics in the Literacy field and bibliographies of materials on special topics, and collect materials to support such topics accordingly.

(32) That the Library continue to collect literacy materials bibliographies and use them to both evaluate and develop its literacy collection.

(33) That the Library review its processing of literacy materials to see if their accessibility is appropriate for the target audience (see also: Recommendations 24 and 25 in "Literacy Collection Analysis and Access").

BEST COPY AVAILABLE

Table 34: Comparison of Vancouver Public Library Literacy Collection Holdings to Four Literacy Material Bibliographies

TITLE:	Number of Citations	Number held by VPL	% held by VPL
A New Start: a bibliography...	251	107	42.6
Adult Literacy Resource Information Package	150	73	48.7
Books for Adult Readers - Core Collection	129	69	53.5
Literacy Materials Bulletin: Spring, 1990 - Spring, 1993 [7 issues]	81	66	81.5
TOTAL	611	315	51.6

WRITTEN "STANDARDS" COMPARISON

PURPOSE/RATIONALE:

To provide a further picture of how the Library measures up regarding literacy services. In this case, we use someone else's work, prepared independently of our situation, as the scale against which we mark ourselves.

PROCEDURE:

As stated in the general introduction, we did not find an evaluation model which was close to Vancouver Public Library's current practice of not operating a literacy tutoring program, but supplying other literacy services. We also did not turn up any explicit "standards" as have been developed for other areas of library services, like multicultural services or services to the physically disabled (Canadian Library Association; Libraries for All). We did, however, find two items that we felt could serve in this context because they described optimal activities that libraries could aim for in their "vision:"

> Haabniit, Ene. Libraries, Learners and Literacy: a staff training and planning guide. Burnaby: British Columbia Library Association, 1990.
>
> Harvey Davis, Nancy and Pam FitzGerald "A New Year's Literacy Checklist" Library Journal, 116 (1.1991), p.43.

Haabniit's work did not have a checklist; it had "leading questions" which we developed into a checklist format. We then marked ourselves according to the indicators given as "Yes" or "No." See Tables 35 and 36 for copies of both items and the Library's results.

In addition to the two "standards," we found three other documents that contained priorities and guidelines. We didn't consider them to be standards because they were quite broad and philosophical in their approach to the literacy issue. They were:

> "Priorities for Literacy in Canada" [Summary of Canadian Alliance for Literacy's "Priorities for Literacy Action in Canada" Statement] LitLines 2 (Summer, 1993) p. 6.
>
> Ontario Library Association. Literacy Services Guild. Literacy Services in Ontario Public Libraries - A Questionnaire. [1993].
>
> Canadian Library Association. Action for Literacy Interest Group. "Action for Literacy Statement" [1993].

We thought it might be useful to compare the Library's current situation to these three items too. See: ***Appendixes M - O***

RESULTS:

In comparison with the Haabniit checklist the Library does 21 out of 28 activities (75%); in comparison with the Harvey Davis/FitzGerald checklist we do 10 out of 31 activities (32%).

The LitLines Summary did not lend itself to comparison. The Ontario Library Association questionnaire was mainly derived from our own "Literacy Activities Checklist" (see: ***Appendix I***), but did contain three new points. Vancouver Public Library didn't do any of them. The Library did do 12 out of 12 activities (100%) mentioned in the Canadian Library Association "Action for Literacy Statement."

DISCUSSION:

The Haabniit and the Harvey Davis/Fitzgerald checklists are quite different in their makeup. Haabniit contains more basic items and does not assume that libraries are operating programmes. Harvey Davis/Fitzgerald is much more sophisticated and it assumes that libraries are operating programs. If you take away the items related to programs in Harvey Davis/Fitzgerald, (the "(N)"'s in the table) we do 10 out of 24 activities (42%). Many of the Harvey Davis/Fitzgerald items that we don't do are circulation policy matters which would not only affect the Literacy Community, but also the entire Library patron base.

Two of the other documents we looked at are more like policy statements than standards. We aren't aware of any written policy regarding literacy at Vancouver Public Library; we believe the adoption of such a policy might be appropriate for the library.

RECOMMENDATIONS:

(34) That the Library use the Haabniit and Harvey Davis/Fitzgerald checklists as points of departure, as "visions," for continued development of its literacy services.

(35) That the Library consider the implementation of actions suggested in both checklists, focusing on those not currently in place, while keeping 3 factors in mind:

- the practicality of such implementation
- the broad effect on library policies that such implementation would cause
- possible overlap with Recommendations 9, 14 - 17

(36) That Library Administration review the "Action for Literacy Statement" and the "Priorities for Literacy in Canada" statement and consider endorsing them as Library Policy.

TABLE 35: Comparison of Literacy Activities Conducted by Vancouver Public Library with Checklist Derived from Haabniit's Libraries, Learners and Literacy.

YES	NO	Literacy Standards (from Haabniit)
X		Make copies available to staff for basic literacy titles/articles/reports to leave in staff room?
	X	Circulate articles before staff meetings?
X		Gather, clip, file, literacy-related materials, information and ideas?
X		Attend local Project Literacy meetings?
X		On mailing list for Adult Literacy Contact Centre?
X		Discuss perceptions and stereotypes about undereducated adults?
X		Visit Learning Centres?
X		Invite learners/tutors to staff meetings?
	X	Distribute and discuss collections of learner writings?
	X	Access service to various target groups?
X		Post Adult Literacy Contact Centre posters?
X		Contact Adult Literacy Centre for updated printouts of programs, services?
X		Contact/liaise with local literacy programs?
X		Discuss options for material for those who have trouble with reading?
X		Provide educational opportunities for staff to learn about/discuss literacy issues?
X		Match materials to target groups?
	X	Select fiction/non-fiction titles from General Collection suitable for adult learners?
X		Identify suitable fiction/non-fiction series?
	X	Compile methods and resources available to us for Library orientation to adult learners?
X		Identify and gather literacy-related program and display ideas?
X		Evaluate our publications regarding Plain Language?
X		Ask adult learners for impressions/suggestions re. library organization?
	X	Distribute promotional materials where learners go?
X		Address concerns about negative impressions of the Library/
X		Make good use of the literacy symbol?
	X	Promotional materials highly visual?
X		Promotional materials make use of non-print media?
X		Promotional materials avoid labelling or stereotyping?

PROCEDURE: - cont'd

TABLE 36: Comparison of Literacy Activities Conducted by Vancouver Public Library with the Harvey Davis/Fitzgerald Checklist. (Library Journal, Jan. 1991)

Literacy
CLEARING HOUSE

BY NANCY HARVEY DAVIS & PAM FITZGERALD

SPONSORED BY
BAKER & TAYLOR BOOKS
"Leading the way in the fight against illiteracy, our industry's number one problem"

A New Year's Literacy Checklist

In the great New Year's morning-after tradition of critical self-analysis and stern resolutions, we propose that all public librarians and library/literacy providers participate in a customer service check. Consider the following questions, and answer "yes" or "no" to each one:

Y Has the library staff received in service training to acquaint themselves with literacy issues and the problems of non-readers in the community?

(N) Has at least one member of the library staff received training as a literacy tutor?

Y Has the librarian made a presentation on library/literacy services to the local literacy affiliate's board?

N Has the literacy coordinator made a presentation to the library board?

N Does the library have a regular column in the literacy newsletter?

N Does the literacy coordinator have a regular column in the library newsletter?

Y Does the library staff discuss ways to make new readers feel welcome?

Y Does the library staff understand the importance of and make provisions for the need for confidentiality?

Y Is a librarian willing to visit tutoring sites to explain library services?

Y Does the library offer brief, upbeat orientation tours encouraging tutors and literacy students to make use of a variety of library resources?

N Does the library provide a new reader handbook - clearly written and at a low readability level - explaining library services, including audio and video collections, career info centers, etc.?

N Does the library automatically provide borrowing cards to adult new readers and their children?

N Does the library make provision for extended loans of books and materials to literacy students and their tutors?

N Does the library forgive charges for replacement library cards for adult new readers?

N Have library policies and procedures been modified to allow students and tutors to purchase materials, if they so choose?

Y Does the library provide an accessible Adult Basic Education (ABE) collection organized to encourage browsing?

Y Has the librarian included the published writing of new students in both the ABE and permanent collections?

Y Does the library provide a professional collection to help tutors becomes better teachers?

N Is a demonstration collection of single copies of current literacy and ABE materials available within a library or through interlibrary loan?

N Are vertical files of "real life" materials - driver education manuals, menus, warranties, etc. - maintained in a convenient location?

Y Does the librarian routinely distribute review of appropriate new titles to the literacy coordinator and tutors?

N Does the library staff determine readability levels on materials in the new readers collection?

N Are library signs easily understandable to those with limited reading ability? ("Ask Me" instead of "Reference Librarian"; "Books for Kids" rather than "Children's Literature.")

N Has the librarian compiled thematic bibliographies of materials at low reading levels for students? (Parenting, car repair, etc).

(N) Does the library provide tutoring sites that are private, quiet, and pleasant?

(N) Does the library provide office space and access to equipment as needed by tutors and program providers?

(N) Has the library made bookmobiles available for satellite tutoring sites?

(N) Has the librarian set aside computers and software to print out student writing?

N Are literacy students invited to include their children in special library programs such as story hours?

(N) Does the library actively recruit students and tutors?

(N) Does the librarian provide bulletin board space for the literacy program and a message board for tutors and students?

Fewer than 15 affirmative answers, and 1991 will be a busy year for you. Sixteen to 24 yeses, and you may finish off the leftover eggnog - and then get to work to improve literacy services here you can. If you answer yes to more than 25 questions, we invite you to tell us about your model program. Write to: Literacy Clearinghouse, 909 Mt. Holyoke Place, Swarthmore, PA 19081

Nancy Harvey Davis is a librarian, business research consultant, and has been a literacy tutor, and Pam Fitzgerald, a writer, creator of instructional materials, and teacher with experience in adult basic education, is President of The Ivy Group of Charlottesville, Virginia.

Library Journal/January 1991
Vol. 116/1

Y = Yes (N) = No, relating to program activity
N = No

BEST COPY AVAILABLE

BIBLIOGRAPHY

The bibliography is divided into two sections. Section I contains documents produced by Library Staff for Library purposes. Section II contains published materials. You will find that citations in most sections of this report refer to material in Section II, except in "Background," where almost all of them are to Section I materials. One way to tell the different citations apart is to remember that items that have a date following the author's name are going to be from Section I.

SECTION I: Vancouver Public Library Documents (arranged chronologically)

Vancouver Public Library. Five-Year Plan 1985 - 1990. Author, 1985.

Capes, Judy and Judy McIntosh. "Literacy" [Report to Library Services Committee, VPL Board], September 5, 1987.

Fawcett, Gerald and Riina Tamm. "Report and Recommendations Regarding the Role of Vancouver Public Library in Adult Literacy," November 24, 1987.

Capes, Judy. "Literacy" [Report to Madge Aalto [VPL] Director], July 19, 1988.

Capes, Judy. "Koerner Foundation Grant - $2,000" [Memo to Thomas Quigley and Corinne Durston], August 5, 1988.

Capes, Judy. "Koerner Foundation Grant for Literacy" [memo to Del Tait, et al], August 5, 1988.

Vancouver Public Library. Collection Development Policies. Draft edition, revised. September 1988.

Capes, Judy. "Literacy" [Report to Library Service and Personnel Committee, VPL Board], Nov. 15, 1988.

Bell, Barbara. "Literacy Report" [memo to Judy McIntosh (sic)], November 22, 1988.

Capes, Judy. "Literacy" [memo to Thomas Quigley], November 24, 1988.

Quigley, Thomas. "Adult Basic Education/Literacy Project (Vancouver Public Library)," Dec., 1988.

Vancouver Public Library. "Mission Statement," 1989.

Capes, Judy "Literacy Meeting" [memo to Linda Kalman and Thomas Quigley], February 6, 1989.

Capes, Judy. "Year of Literacy - 1990" [Report to Client Services & Marketing Committee, VPL Board], September 6, 1989.

SECTION I: Vancouver Public Library Documents (arranged chronologically) - cont'd

Spurrell, Julie M. "Suggestions for Improving the Literacy Collection at VPL," October 1990.

[Kalman, Linda] "VPL Literacy Committee Goals & Objectives Update, Nov. 1990," November 1990.

JM [Judy McIntosh]. "Response to Literacy Project Recommendations" [Memo to Judy Capes, 1991].

[Kalman, Linda] "Literacy Committee Annual Report: 1991," February 1992.

Kripps, Stephanie. "Learning Centre in New Central Library," [February 1992].

[Collver, Gerry] "Learning Centres/ESL/Literacy," March 1992.

[Middlemass, Chris] "VPL Literacy Committee Annual Report: 1992," [February 1993].

Vancouver Public Library. ESL/Literacy Committee. "Terms of Reference," March 1993.

[Martin, Andrew] "Vancouver Public Library ESL/Literacy Committee Budget Appeal," Sept. 1993.

SECTION II: Books and Articles (arranged alphabetically)

Adult Literacy in Canada: results of a national study. Ottawa: Statistics Canada, Labour and Household Surveys Division, 1991. [The Survey of Literacy Skills Used in Daily Activities that was conducted in 1989.]

Allen, Rebecca. Guidelines for Establishing Effective Adult Literacy Collections in Libraries. Seattle: Seattle Public Library, 1992.

Allen, Rebecca. The Reading Place Booklist. Seattle: Seattle Public Library, 1992.

Bayley, Linda. Opening Doors for Adult New Readers. How Libraries Can Select Materials, and Establish Collections. Preface by Profession Helen Lyman. Introduction by Melissa Forinash Buckingham. Revised ed. Syracuse, NY: New Readers Press, 1984.

Bell, Jim, and Anne Trussler. Literacy Audit for Social Agencies. Calgary: Calgary Adult Literacy Awareness Project, 1992.

Campbell, Duncan D. "Cultivating New Patrons: The Public Library in Service to Illiterates." Edmonton: Edmonton Public Library, 1988.

Canadian Library Association. Action for Literacy Interest Group. "Action for Literacy Statement" [1993].

Canadian Library Association. Multilingual Services Interest Group. "Guidelines for Multicultural Library Services in Canadian Public Libraries." Feliciter 33 (June 1987): 6 - 7 [across page bottoms].

"Celebrities on Parade." Canadian Library Journal 47 (June 1990): 164, 171.

Collins COBUILD English Language Dictionary [developed and compiled in the English Department at the University of Birmingham] Editor in chief John Sinclair. London and Glasgow: Collins, 1987.

Crandall, JoAnn, and Susan Imel. "Issues in Adult Literacy Education." The ERIC Review. 1 (April 1991): 2 - 8.

Doyle, Susan. "Literacy Sketches from Across Canada." Canadian Library Journal 47 (June 1990): 160 - 171.

Guide to the Evaluation of Library Collections. Barbara Lockett, ed. ([Resources and Technical Services Division] Collection Management and Development Guides, No. 2.) Chicago and London: ALA 1989.

Haabniit, Ene. Libraries, Learners and Literacy: A Staff Training and Planning Guide. Burnaby: British Columbia Library Association, 1990.

Harvey Davis, Nancy, and Pam Fitzgerald. "A New Year's Literacy Checklist" Library Journal 116 (January 1991): p. 43.

Hebert, Francoise. "Delivering Quality in Tough Times - Inaugural Address" Feliciter 39/7/8 (7.18.1993) pp.61 - 63.

Humes, Barbara, and Carol Cameron. Library Literacy Program: Analysis of Funded Projects 1989. Washington D.C.: U.S. Department of Education. Office of Educational Research and Improvement, 1990.

SECTION II: Books and Articles (arranged alphabetically) - cont'd

Kalman, Linda. "Literacy, Learners and Libraries. Library Services for Adult Learners." [Spring, 1989, another version - October 1989].

Kalman, Linda and Thomas Quigley. Vancouver Public Library Adult Basic Education Checklist. Vancouver: The Library, 1988.

Kalman, Linda. "Vancouver Public Library and Adult Literacy," Dec. 12, 1989.

[Kalman, Linda] "VPL Celebrates Literacy" Vancouver Public Library News (10. 1991): [1,3].

Johnson, Debra Wilcox. "Evaluation of Family Literacy Programs" (Family Literacy Bell Atlantic - ALA Project Fact Sheet) [1994] 2 pp.

Johnson, Debra Wilcox. "Evaluation of Library Literacy Projects" Library Trends 35 (Fall 1986): 311 - 326.

Johnson, Debra Wilcox. "Measuring Up: Making Literacy Evaluation Meaningful." Wilson Library Bulletin 65 (November 1990): 35 - 39.

Johnson, Debra Wilcox. "Needs Assessment: Gathering Information for Decision Making." (Family Literacy Bell Atlantic - ALA Project Fact Sheet) 2 pp.

Johnson, Debra Wilcox, Jane [B.] Robbins, and Douglas L. Zweizig. Libraries: Partners in Adult Literacy. (Information Management, Policy, and Services) Norwood, N.J.: Ablex, 1991.

Lancaster, F.W. The Measurement and Evaluation of Library Services. Washington, D.C.: Information Resources Press, 1977.

Lane, Martha A. with Nancy Laskowski and Susan McDougall. Family Literacy: Community & Family Life Materials: A Guide to Recent and Recommended Books. Philadelphia: The Free Library of Philadelphia, 1991.

Lane, Martha A. with Nancy Laskowski and Susan McDougall. Workforce Literacy: Employment & Workplace Materials: A Guide to Recent and Recommended Books. Philadelphia: The Free Library of Philadelphia, 1991.

Layne, Cherie and Barbara Bate. Adult Literacy Resource Information Package. Delta, B.C.: Adult Literacy Contact Centre, 1988.

Libraries For All: Guidelines For Library Services For Disabled Canadians. Ottawa: National Library of Canada, 1989.

Literacy Assistance Centre. The New York City Adult Literacy Initiative. Final Report 1988 - 89. New York: The Author, [1989].

Literacy Materials Bulletin. no.1 - . 1990 - .

Monroe, Margaret E., and Kathleen M. Heim. Partners for Lifelong Learning: Public Libraries and Adult Education. Washington, D.C.: U.S. Department of Education, Office of Educational Research and improvement, Office of Library Programs, 1991.

SECTION II: Books and Articles (arranged alphabetically) - cont'd

Nauratil, Marcia J. Public Libraries and Nontraditional Clienteles: the Politics of Special Services. (New Directions in Librarianship, no. 8) Westport, Conn. and London, England: Greenwood Press, 1985.

A New Start: a bibliography of adult literacy resource materials. Toronto: Ontario Ministry of Citizenship & Culture. Libraries and Community Information Branch 1986.

New York State Education Department. Division of Library Development. Evaluating Library Literacy Programs: A Manual for Reporting Accomplishments. Albany, N.Y.: The Department, 1991. (ERIC document No. ED 345 722).

Ontario Library Association. Literacy Service Guild. "Literacy Services in Ontario Public Libraries - a Questionnaire" [1993].

"Priorities for Literacy in Canada" LitLines [Newsletter of the Ontario Library Association's Literacy Service Guild] 2 (Summer, 1993): 6.

Project: LEARN. Books for Adult New Readers. 5th rev. ed. [6th ed.] Revised and annotated by Frances Josephson Pursell. Cleveland: The Author, 1991. "[Appendix] A: Core Collection"

Quigley, Thomas. Vancouver Public Library Adult Basic Education Checklist. 1990 ed. Vancouver: The Library, 1990.

RPL [Regina Public Library]. Literacy Programme Evaluation. "Outline" (Oct.31, 1991).

Regina Public Library [Literacy Program]. "Learner Questionnaire" n.d.

Regina Public Library [Literacy Program]. "Tutor Questionnaire" n.d.

Robbins, Jane [B.], and Douglas [L.] Zweizig. Are We *There* Yet?: Evaluating Library Collections, Reference Services, Programs, and Personnel. Madison, Wisconsin: School of Library and Information Studies, University of Wisconsin, 1988.

Ryan, Jenny L. Literacy Collection Development in Libraries: A Bibliography. 2nd revised edition Syracuse, New York: Laubach Literacy International, 1989.

Salter, Jeffrey L., and Charles A. Salter. Literacy and the Library. Englewood, Colorado: Libraries Unlimited, 1991.

Scheel, Grace. Libraries and Literacy. Toronto: Ontario Ministry of Culture and Communications, 1989.

Szudy, Thomas. Reaching New Readers: Library Planning for a Literate Society. (Occasional Paper Series 2, No. 6) [[Columbus:] State Library of Ohio, 1990].

Thomas, Audrey M. Adult Illiteracy in Canada: A Challenge. Ottawa: Canadian Commission for UNESCO, 1983.

Thomas, Audrey. Adult Literacy Volunteer Tutor Program Evaluation Kit. Victoria, B.C.: British Columbia Ministry of Advanced Education and Job Training and Ministry Responsible for Science and Technology, 1989.

Thomas, Audrey M. Exemplary Adult Literacy Programs and Innovative Practices in Canada. Victoria: British Columbia Ministry of Advanced Education and Job Training, and Ministry Responsible for Science and Technology.

SECTION II: Books and Articles (arranged alphabetically) - cont'd

U.S. Department of Education. Clearinghouse on Adult, Career, and Vocational Education. "Adult Literacy Issues: An Update." ERIC Digest. no. 89 (1989). #EDO-CE-89-89.

U.S. Department of Education. Office of Vocational and Adult Education. Model Indicators of Program Quality for Adult Education Programs. Washington, D.C.: The Department, 1992.

United Way of Canada = Centraide Canada. Put it on the List... Montreal: The Author, n.d.

Valentini, Frances. "Literacy Titles." Canadian Library Journal 47 (June 1990):183 - 189.

Van House, Nancy A., et al. Output Measures for Public Libraries: A Manual of Standardized Procedures. 2nd edition Chicago: American Library Association, 1987.

Watson, Wendy, and Barbara Bate. Partnerships in Literacy. A Guide for Community Organization and Program Development. Victoria: British Columbia Ministry of Advanced Education, Training and Technology, 1991.

White, Joyce. Organizing Adult Literacy and Basic Education in Canada. A Policy and Practice Discussion Document. Ottawa: Movement for Canadian Literacy, [1991].

Willing, Delight C. "Program Evaluation as a Strategy for Program Improvement in Adult Basic Education." Lifelong Learning 12/4 (1989): 4 - 9, 23.

Zweizig, Douglas L., Debra Wilcox Johnson, and Jane B. Robbins. Evaluation of Adult Library Literacy Programs: A Structured Approach. Chicago: American Library Association, 1990.

Zweizig, Douglas L; Jane [B.] Robbins and Debra Wilcox Johnson. Libraries and Literacy Education: Comprehensive Survey Report. Madison, Wis.: School of Library and Information Studies, University of Wisconsin - Madison, 1988.

BEST COPY AVAILABLE

APPENDIX A:

Project Organization

Project Manager:	Judy Capes, Deputy Director, Vancouver Public Library
Project Team:	Tim Firth, Auxiliary Librarian, Vancouver Public Library Stephanie Kripps, Language & Literature, Vancouver Public Library Thomas Quigley, Language & Literature (Team Leader), Vancouver Public Library
Advisory Board:	Shirley Duemo, Learner Betty Nobel, Adult Basic Education, Vancouver Community Centre - King Edward Campus Yana Sabanskis, Lord Roberts Adult Learning Centre, Vancouver School Board Jane White, Collingwood Branch, Vancouver Public Library
Outside Experts:	Dr. Richard Darville, Carleton University Ene Haabniit, Library Consultant Suzanne Ives, Victoria READ Society Dr. Linda Shohet, Centre for Literacy, Dawson College Joan Brown Hicks, Halifax City Regional Library Literacy BC Learners Caucus
Experts:	Rebecca Bauen (Public Librarian) and Tracy Redford (Learner) Shirley Duemo (Learner) and Stephanie Kripps (Public Librarian) Irene King (Community College Librarian) and Ingrid Kolsteren (Instructor) Gwen Sandelands (Tutor) and Ken Wing (Learner)

APPENDIX B:

Sample Literacy Committee Annual Report

APPENDIX B

SAMPLE LITERACY COMMITTEE ANNUAL REPORT

Vancouver Public Library

Literacy Committee

Annual Report 1992

A. Narrative Summary

Key Issues 1992

- developed the Literacy Evaluation Project;
- continued and strengthened relationships with the Literacy community (GVLF LAC, Literacy BC, for example);
- improved staff and public awareness of literacy issues, and the roles the library can play;
- reviewed materials ordering and processing procedures.

Key Issues 1993

- conduct the Literacy Evaluation Project;
- pursue funding for literacy activities, including Federal cost-shared project for 1993 - 1994, (Family Literacy Project) Canada Post, business community support (Hong Kong Bank funds);
- maintain and further improve contact with the literacy community;
- improve staff knowledge and expertise on literacy issues, materials. The Literacy Evaluation Project will include recommendations for staff development;
- improve ordering and processing procedures, to increase the speed of delivery of literacy materials to their public;
- incorporate ESL into Committee mandate (one year trial, 1993).

B. Evaluation of 1992 Objectives

Develop, Recommend and Implement VPL Policy for Literacy and ESL:

1992 saw the Committee advising on the literacy aspects of many major VPL projects, such as Library Square design, and development of the Reference and Information Service Manual. The Literacy Evaluation Project, a Federal and Provincial government cost-shared project, will evaluate VPL's literacy collections and services, and will provide a firm foundation for future planning.

The project will be completed in 1993.

Develop and Maintain Links with Literacy Organizations and Interest Groups:

Because of budget constraints, committee members did not attend several important Literacy-related conferences in 1992. We expressed our concern that we would not be able to maintain our links with the literacy community without improved financial support. Happily, some funding is available for conferences in 1993.

Nevertheless, the Committee still made its presence felt through active involvement with the GVLF Literacy Advisory Committee, the Literacy BC Board, Carnegie Centre, Literacy Materials Committee, and the Vancouver Health Department Literacy Project. Some useful products from these activities were the Adult Summer Reading Programme's "Easy Reading" bookmark, as well as a family literacy section of the same programme, and a materials list for tutors.

Literacy Programming

Two important programmes held in 1992 were VPL's Writer in Residence with J.E. Sorrell, and the Carnegie Centre's book launch of "The Wind Cannot Read." Displays included the GVLF World Literacy Day display at Kingsgate Mall, a National Book Festival display at Carnegie Centre, and assistance with individual Branch displays for World Literacy Day.

The Committee continued to purchase posters, bookmarks, and booklists on literacy for system use.

Literacy Collection Development:

The Committee purchased $11,750 worth of literacy materials for VPL, $10,000 from the Committee's allocation, and $1,750 from individual Branch budgets. We developed a new collection development profile and policy and worked with the Language and Literature Division on issues surrounding collection development.

Our goal of mainstreaming the ordering and processing procedures for literacy materials was partially realized in 1992.

APPENDIX C:

List of Focus Groups and Number of Participants

Roberts Adult Learning Centre	- 10	
Vancouver Community College, King Edward Campus (2 groups)	- 27	(total)
Carnegie Adult Learning Centre	- 4	
Project Literacy Greater Vancouver	- 20	

Vancouver Public Library Staff:

Morale Committee	- 8
Branch and Division Seniors	- 14
Librarian I and II's	- 7
Literacy Committee	- 5
Branch Heads	- 18
Children's Librarians	- 16
Adult Services Librarians	- 12

All of these groups completed the literacy activities checklist as well, except for the Children's Librarians.

In addition, the following VPL staff groupings completed the literacy activities checklist only:

Administration	- 9
Division Heads	- 7

APPENDIX D:

Focus Groups' Comments

These are the actual words of the people in the Focus Groups. They are not ranked; they are put down in the order they were said by Focus Group members. Word or phrases are underlined to show speakers' emphasis.

I. Library Community Comments (Library staff - all levels)

- distinguishing who are the potential users and getting them to the library is the "biggest hurdle;" people are "freaked out" about coming to the library
- the "focus" has been on ESL; Literacy is "hard to define"
- video promos of what's in the library are helpful and need to be where learners will see them
- staff at all levels need to be more aware (sensitive to) learners' needs/situation
- public has perception that the library is for people who can read

- storytime programs should include parents and a "family literacy" approach
- materials are "condescending" and "cutesy"
- need pamphlet emphasizing the "friendly fun" aspects of things you can find at the library; send on postal walks - need handout that says do you know someone who needs help with reading?
- all staff need to see the videos produced on/for literacy
- info sheet on literacy should be sent out with pay cheques to all staff

- staff are "too brusque"
- need lower-level reading material in each division because patrons won't go to one "easy reading section" - reading levels of all books should be coded "so everybody can use the library" without "singling out literacy users"
- tutors have to tell/show patrons how to use the library
- arrangement/display are limited by lack of space
- "boring covers" on the books, unappealing, inappropriate

I. Library Community Comments (Library staff - all levels) - cont'd

- "too much" is required on the form to obtain a library card; the form needs to be simplified; patrons should not be made to "struggle with the form"
- new readers are "intimidated" by the library, they "don't come in"
- need to reach the families or others who may help them, including the community they are part of
- need to organize tours for new readers
- ABE collection is used primarily by new Canadians

- "video and audio materials circulate more than anything else"
- the library should be seen "more in the role of informing the community what's there [in the library]"
- still a "considerable social stigma" attached to being unable to read
- the library is "making it harder and harder for non-literate people" [with the approach of self-service]
- staff not being very "approachable"

- material should be "accessible but not identifiable" (as being for those who have trouble reading)
- how do we "identify that a patron needs help?"
- having people in libraries at certain hours to help you is important
- need "more people with antennae - just on awareness"
- "if they ask, we can help"

- older people with learning disabilities are still unwilling [to come in]
- buying at different levels and marking/coding it appropriately is necessary
- reading levels too high
- put all [appropriate] material together
- security problem [with arrangement i.e. adults in children/juvenile section]

I. Library Community Comments (Library staff - all levels) - cont'd

- "library setup is totally unfriendly to people"
- not confident about ability to read, understand at proper reading level and difficult to do so
- mistake to put subject/practical books in literacy-only collection
- put material in subject divisions
- lack of time to know what literacy collection has

- no low level material on statutes nor interpreting the constitution, some for careers, job search
- handwriting is also part of literacy - do we have anything?
- library a "threatening place and very very busy"
- "computers are difficult"
- "not fault of the staff - it's the set-up"

- learners reluctant to identify selves
- [what is a] mezzanine, poor signage and poor directions
- "literacy materials not used much until moved near the regular magazines"
- serving these patrons is "easier in branches" low vocab/high interest easier to find in branches
- what we have is good but is lost in massive collection

- not being used by literacy people but by ESL or students
- should materials be separate - too small - too "separate"
- more read along cassette/book sets
- need a 1-page "cheat sheet" for literacy - who to refer to, what we do for literacy etc.
- COD [Community Organization Directory] on Dynix too confusing - which group to refer to

- do not take into account whether person is ESL or ABE - "we go colour blind and ear blind" after a while
- "if we had more time", "we just don't have time to see the client out the door to make sure the person got what was needed"
- need a "better training program on how the library works - not just computers," need necessary basic training for everyone

I. **Library Community Comments (Library staff - all levels) - cont'd**

- "If we actually promoted that we have classes" [on how a library works, what the numbers mean, what a bay of books is etc.] - just like storytime programs promotion - no explanatory material on how a library works
- "we should be practising promotion"
- we don't really know how many people leave without help
- "librarianship by roving around"
- can't "walk the floor" because tied to phone at desk

- video of how library works - to use here and take home
- tours/video done by librarians not CID [Central Information Desk], need to "instruct"
- Dynix language still poor
- staff don't know/remember the public handouts on Dynix glossary
- display is difficult (problem is the format and size of material)

- interfile low level materials (and/or childrens' materials) on shelves in adult collection
- learners need access to all/whole collection - not just materials designated "literacy," for them
- why not tutors (volunteers?) on site in library to help/read interpret the material they've been given
- staff need to make lots of eye contact when people walk in the door
- staff need to create an "informal, friendly atmosphere"

- material used by ESL and children
- signage: use "literacy learner" instead of symbol, or "student reader"
- ideal is to treat everyone exactly the same way
- library should "emphasize education and entertainment, not just information"
- need more outreach

- "What can the Library offer me to get me there?"
- tailor programs for literacy; use videos, non-print
- patrons "fake it" in training on the computer
- "colour coding means little, no direction for users - confusing for users"

I. Library Community Comments (Library staff - all levels) - cont'd

- boxes for subjects would be useful
- regularize signage and categories
- use picture instead of signs (a realistic one)
- focus the collection on teachers, tutors, and others who help, then we can use signs
- should not expect people who are illiterate to come in all on their own

- many with negative experiences of education system
- factor of "total dis-interest"
- children can bring the adults for materials of interest to them
- learners come with specific needs
- first library experience has to be positive; can do "permanent damage"

- "lost the ability to spot the lost lambs and go help them"
- we are too diffuse, instead of focusing on those we really can deal with
- thrust of alternate formats has been people with disabilities - not those who can't read
- "it's down to money and outreach"
- "not effective to give anything printed of any kind to adult learners. Only way to do this is to go out into the community and bring them back (to the library)"

- "massage groups on a continuing basis"
- learners will choose not to come to an ESL shared facility
- adults want best sellers not simplified classics for children
- not much difference between ESL/Literacy
- learning disabilities an issue

- need more learner produced material
- greater cooperation with learning centres
- need better cataloguing of material
- "spineless books" a problem
- we're all "freestyling"

I. Library Community Comments (Library staff - all levels) - cont'd

- they don't come in so material not being used so don't give it prominence
- not well signed
- sign "for help with reading and writing" at librarians desk
- Dial-a-story 24 hrs a day - changes weekly
- circulating cassette with information about the library/library tour equivalent

- writings by learners don't go well
- no one knows what Literacy symbol means
- "so much work with just the technology now"
- need a specific literacy person to coordinate literacy activities etc.
- need more pictorial publishing

- branches getting busier, more squeezed, more administration to do, priorities changing
- need more training
- touch screen terminal needed
- need to make more creative use of already limited time
- reluctant to impose on an individual's privacy by asking about their ability to read

- prepare flyer for everyone
- plain language
- need bibliographies
- need more learner input/involvement
- material not "visible" and jumbled up (crammed)

- collection should be "targeted to a particular group to allow for ease of access"
- "they don't understand what it's like having that deficit"

II. Education Community Comments (learners and providers)

- "there must be a lot of Americans working in the library - they're all reading the New York Times" (patron comment to a staff member)
- "paranoid about going in," "I don't go in"
- "too quiet - feel uncomfortable"
- "don't know where to start," "too much to look at," "overwhelming," "too big"
- "chills" "cold feeling"

- "sent down to children's section when asked for literacy books for math"
- "you've got to ask in a place like that"
- "JF [Joe Fortes branch] more comfortable"
- "before we went [as a class] I had a lot of crummy service"
- they "didn't take the time to show me how to use the computer"

- "feel good about completing the form" [for a library card]
- you "get the run-around at the main library"
- I've "no use for computers, don't have the patience"
- "I just like to wander around at the main library"
- staff should "get up and go over to help" [with the computer and general help]

- need a "map on each floor"
- need "more newer math books"
- they should "ask you whether you need literacy or something else"
- should have a "screen to punch in what you want," "touchscreen" for mystery or stories etc.
- advertise on tv, flyers

- sign that says "welcome to the Library, a place to look for adventure"
- need more books with pictures
- show films, documentaries, lectures and programs "if all this I'd go more often"
- feel "pressure to take something out"

II. Education Community Comments (learners and providers) - cont'd

- more GED (Canadian version) videos needed
- more tours offered and a place to sign up for tours
- don't know how to ask
- "the numbers are confusing"
- need a simplified classification system not just numbers [try] colours and maps

- "at root people are still going to have to ask for help"
- alarm system not understood - went off when came back in with books and then left again - "most sickening feeling of that day" [when our group went to the library]
- feeling "that I really shouldn't be asking these questions"
- "not all libraries have literacy materials - had to probe and probe and probe at DUNBAR [branch]"
- "hard to find the section at CENTRAL, had to ask, all crowded together, some in file cabinets!"

- new learners "can read better than they can spell"
- "just punch in...," "I was so frustrated..."
- "they don't want people like us there...we take up too much time, we disturb people" feel like I "don't belong there"
- all you [the staff] have to say is "May I help you" to start
- "you have to remember how they [the learners] feel - the world is unstable to them, unfriendly, and unwelcoming"

- go there for peace and quiet
- go there for homework assignments
- need a place for one-on-one help
- not enough variety - have to run from one branch to another
- my children use it

- boxes on shelves a bad idea - other areas don't have boxes - you stand out
- preference for talking books
- "people look at you suspiciously"

II. Education Community Comments (learners and providers) - cont'd

- need to do more publicity, advertising
- have open house with one-on-one help available
- did not know of special collection for literacy at Vancouver Public Library
- do book talk - at beginning adult level
- "nobody knows anything" (at the library)

- literacy symbol meaningless
- staff have "bad attitude" or are "short with us"
- don't know how to operate the computers
- library could help by providing free coffee and cookies
- children's books a "horrible mess"

- display new stuff
- better signage necessary
- arrangement/numbers are confusing [from computer number to shelf]
- librarian should be alert to asking about reading level
- not enough native books

- need list of all books and tapes and videos [on a given subject]
- ID to get card a problem
- need native tutors and native staff/"white middle aged women - if you don't relate to these people..."
- need more input from learners
- CENTRAL too noisy

- clip and post items of interest from newspaper on to wall board, near entrance especially jobs
- more newspapers from other countries
- have badges or buttons that say "keep the Library strong"
- have more smaller tables/private spaces - not larger tables
- need more poetry books

II. Education Community Comments (learners and providers) - cont'd

- need more Alcoholics Anonymous books
- brochures in plain language
- colour code books for reading level
- literacy students do outreach on behalf of library - video terminals
- circle or group for literary learners [as drop in?]

- put dictionary next to computers (phonetic and ordinary) with paper and pencil because can't remember
- learner should indicate the need for help e.g. "say I have a disability" - would then be easier to get help/better service
- learner "very sensitive" to how the librarian approaches them - too cursory and perfunctory
- learners need more assistance
- staff "very helpful"

- staff explained about material
- "seemed to be quite easy to get a library card"
- "on every floor first thing you saw was information desk"
- having "ESL and Literacy together is good"
- "wasn't clear where I would find the material"

- "person at the desk came over to shelf, didn't just point"
- staff "apologetic" about problem finding appropriate material on the computer
- materials "depressing, tatty and boring - not very exciting"
- add children's non-fiction into the literacy collection and being careful about language and photos of children
- lots of signage
- seems very crowded

II. Education Community Comments (learners and providers) - cont'd

- need "more consistent kinds of cues on ends of shelves (posters instead of words or real objects instead of symbols or words
- use learners to reach other learners
- "it's with speaking not just reading - comprehension is a real problem"
- have a library sign: "the place to go to learn to read"

- "everybody knows the word 'free', everybody can read that word - but they don't know that libraries are free"
- "try getting on a talk show" (with new learner)
- go out to do storytimes in foodbank or welfare office; "this is the connection to make"
- Senior citizens read to kids (in Seattle called "Rock and Read") - train Senior citizens - take rocking chair and teddy bear
- "tendency in libraries to do things for children and to exclude parents once kids get to kindergarten"

- need to be able to "see it from the door" (the literacy section)
- create "displays like a record bin - labelled by how people would look for them"
- have a sign that says "if you want more information, ask"
- place where you can "improve" your reading; not just learn to read
- for staff training, have learners present - practice with books - which ones are appropriate

- prepare overviews for staff and different kinds of literacy programs
- literacy newsletter for all staff ("new things, new ways")
- "the more excited about literacy you are, the more time you'll spend on the floor with patrons, especially when you see a literacy collection being used"
- have collections in non-library settings
- literacy "much more than a reading problem - it is an issue of poverty"

II. Education Community Comments (learners and providers) - cont'd]

- raise money for books to house elsewhere (outside the library)
- invite tutors and learners to help order books (helps them learn about the library)
- "the most powerfully negative things that happen are unintended"
- need more comfortable seating - better for reading
- daycare is a problem - can't go when have kids and can't afford daycare

- literacy area at CENTRAL "not connected to anything"
- materials should be wheelchair accessible - "it's the old bend and crouch routine"
- need better display racks
- "way too many workbooks...workbooks are not what people can do independently, unless there's a tutor...emphasis should be on readers"
- most stuff at high end reading level

- "asked at General Collection for easy to read mystery - librarian had no idea what to recommend - could try teen or young adult" (did not mention literacy)
- "at Central Information Desk they did not indicate there was a literacy section - asked for easy to read books - told to go to mezzanine and ask a librarian"
- in juvenile non-fiction there are a number of things that would be of interest to an adult new reader
- would like to see "literacy collection incorporated into general reading and newspapers - good that it's away from children's section"
- display new literacy materials in with other new book displays

- first nations stuff closer to literacy material
- have subject specific or general NF [nonfiction] accessible/mixed in with literacy and general collection
- have various levels readers in a separate collection
- going from Dewey number to shelf location is a problem (for the patrons)
- "learners will be dependent on the librarian"

II. **Education Community Comments (learners and providers)** - cont'd

- "if it's (literacy area) going to be buried so far from the front door, you need a lot of good signs and people who are cued"
- need a "trail of signs"
- "staff don't look up"
- used by ESL not literacy students
- needs to be more "open, warmer, more colour, posters, more space"

- librarian at Mount Pleasant more helpful, asked about reading level but still did not mention literacy collection
- staff at Mount Pleasant did mention literacy
- "don't feel as intimidated" at Mount Pleasant
- "Three Bears book with literacy symbol at Mount Pleasant!"
- Kitsilano [collection] in "anonymous cardboard boxes...no place to look at the box...inconvenient and puts people off" - need more space

- there was stuff... atlases, art books, sports, science, even from kid's area, that could be in the literacy collection
- "when you think of the high percentage of space they receive in the library..."
- "a new book display that mixed (including new literacy titles) doesn't create a ghetto...there's a crossover between those who read well and the ones who don't"
- "bridging and blending"
- "for really beginning readers, reading level indicator is important"

- have books on racks (for example - books by subject) at various reading levels
- "separate workbooks from general readers - they're more geared for ESL - workbooks go against the general teaching philosophy of reading instruction"
- packaging and display are factors for multimedia approach
- staff should be more pro-active
- "window displays in shops take material from all parts of the store so... at all reading levels and subjects"

II. Education Community Comments (learners and providers) - cont'd

- "whole academic system designed to classify and compartmentalize, not really to help people"
- popular subjects for learners include cobras, Bill Reid, history of tattoos, pool, Buddy Holly
- "learners don't want just the personal experience stuff ("I was a vision of...then I learned to read and now I want to help poor people") - they want material for their own interest like any other adult"
- "started feeling sorry for the person [library staff] who was trying to help me...the books that are given to the learner as being 'easy to read' are not"
- "err on the side of too easy then the learner can say (proudly) no, that's too easy, I can go to a harder section"

- more books about "stuff" should be in the literacy collection (as opposed to fiction)

III. General Community Comments (Project Literacy Greater Vancouver)

- [you] do a good job providing talking books
- "Sensitivity training" should be available to all staff
- public library should take on a "leadership role" in literacy advocacy; should "strongly advocate" for learners
- "abridged taped books are a good idea;" easier access to talking books needed (no medical certificate should be required)
- "more learner generated material"

- "need learners on committees" at VPL
- many people don't have two pieces of I.D.
- "literacy is about learning, not just reading"
- not enough computers or staff help with software instruction
- public library should be "focal point - community resource - conduit for people without home computer;" people should be able to access computer network

III. General Community Comments (Project Literacy Greater Vancouver) - cont'd

- all staff "need training spotting people who need help"
- people want "multimedia approach to learning in general"
- "interactive" computer (a) - should not separate literacy tapes from cassettes, from books
- library should "embrace broad range of learning strategies"
- public library should provide phonics

- public library should not provide phonics
- displays of material for learners should be visible from/right at the entrance
- learners need more "hands-on experiences" with the books, need to be taken to where the books are and "spend time looking in them"
- Dewey numbers "difficult to follow"
- should "display and showcase" learner produced material

- literacy materials should be "accessible but not separate" because of "stigma" of separate collection that is "distinct" or "stands out"
- need more high interest/low vocabulary materials
- library should seek Federal Government funding for field trips to do "Library tours" for learners
- need regular, easy access tours e.g. "the next tour will be at..."
- need spellchecker in computer software for public use of catalog

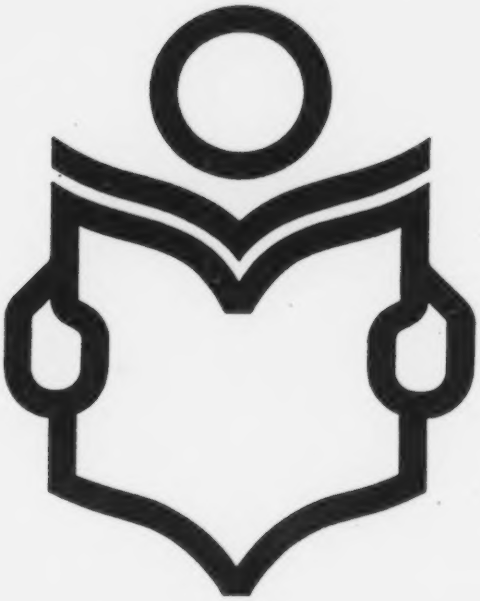
- library needs some mechanism for suggestions for purchase
- library does a good job selecting materials for their various communities
- need special space for discussion group for new learners and "book club" to help people develop (improve) their reading
- library should be involved in student-tutor matching
- Literacy-related signs, poster, brochures are not put up or left up very long in branches

III. **General Community Comments (Project Literacy Greater Vancouver)** - cont'd

- It is "not a rude question to ask do you have trouble reading," not to ask would be "admitting that you think its a handicap" and "treating them [the learners] differently than any other reference interview"
- use more plain language
- "the brave ones are the ones that come to the library - the others don't - so its O.K. to ask" (do you have trouble reading) and "start with the easiest books... because you can always get harder"
- downtown has best collection but is not the best place for access - more is needed in community branches

APPENDIX E:

International Literacy Symbol



APPENDIX F:

Sample Site Visits Form

PATRON PROFILE AND ACTIVITY	TOTAL NUMBER	♂	♀	APPROX AGE: 15-24 25-49 50 +		NUMBER VISIBLE MINORITY	STAFF HELP ASKED FOR # TIMES	STAFF HELP GIVEN # TIMES	AVERAGE APPROX. TIME SPENT AT NR COLLECTION	RANGE OF APPROX. TIME SPENT AT NR COLLECTION	NR MATERIAL TAKEN? # PATRONS + # ITEMS	NOTES:
				♂	♀							
SITE:												

APPENDIX G:

Sample Site Visit Observations

- One Asian female, in 20's chose several items - took to table - used workbooks here (2 hrs).
- One Asian male 20 - 30's with young child - browsed section momentarily (½ minute) - left with nothing.
- One African male in 20's browse section - looked at the file cabinets - unsure of whether ok to touch - just touched the handles - didn't open the drawers - chose two or three work items and sat down at table to work with them there (two hours).
- Librarian brought young Asian couple to literacy section to find conversation materials (wanted video - would accept audio tape - Librarian was able to recommend particular items - also asked for English and Chinese tape (ENG - with Chinese translation) they browsed ugly white items (talking books) and colourful Read-Alongs (latter for longer and with more interest). The white items indicate almost nothing from spine. Left after two or three minutes with nothing; Librarian had gone off to check terminal for them.
- One Asian female 18 - 20 selected various items from "Life Skills" file boxes and thumbed through them evidently looking for something in particular (perhaps upper level ESL?); deliberate and purposeful; asked staff member for books for ESL students; approximately 20 - 30 minutes total. Ignored faceout wall rack; chose five or six items; browsed all shelf material thoroughly; box and non-box; looked at many items.
- One Caucasian male - 50's pulled out one or two ESL tapes/book packages (3 - 4 seconds total) and kept on going.
- One female Caucasian about 20, browsed literacy face out items (1 - 2 minutes); came back to same section (another ½ minute); left with nothing.

APPENDIX H:

Staff Awareness Survey:
Individual Groups' Results

The codes for the Table in this Appendix are:

VPL: Vancouver Public Library

ADMIN: Administration Committee

DIV. HEADS: Subject Division Heads at Central Branch

SENIORS BR/DIV: Senior Library Assistants from all Branches and Divisions

BR. HEADS: Heads of all Branches except Central

VPL LIT. CTTEE.: Literacy Committee

ASL's: Adult Services Librarians (all Branches except Central)

LIBRN. I & II: Librarians I and II (Central Branch)

QUESTIONS	VPL	ADMIN.		DIV. HEADS		SENIORS BR/DIV.		MORALE CTTEE.		BR. HEADS		VPL LIT. CTTEE.		ASL'S		LIBRN. I & II	
LITERACY MATERIALS		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Print materials for adult new readers	Yes	9	---	7	---	12	2	7	---	17	1	3	---	10	2	6*	--
Print materials for adult new readers in another facility	No	2	7	1*	4*	8	6	1	6	6*	10*	3	---	4	8	2*	4*
Print materials for tutors in library	Yes	8	1	4	3	11	3	7	---	12	6	3	---	9	3	6	1
Print materials for tutors in another facility	No	2	7	---	5*	8	6	3	4	6*	10*	3	---	5	7	1	6
Audiovisual materials for adult new readers in library	Yes	9	---	7	---	12	2	5	2	15	3	3	---	11	1	6	1
Audiovisual materials for adult new readers in another facility	No	1	8	---	4*	6	8	3	4	6	12	3	---	6*	6*	1	6
Audiovisual materials for tutors in library	Yes	7	2	3*	2*	12	2	5	2	12	6	3	---	11	1	6	1
Audiovisual materials for tutors in another facility	No	1*	7*	---	5*	6	8	---	6*	3*	13*	3	---	6*	5*	1	6
Microcomputers/software for adult new readers in library	No	2	7	1*	5*	4	10	1	6	3*	14*	--	3	3	9	---	7
Microcomputers/software for adult new readers in another facility	No	1	8	---	6*	3	11	2	5	1	17	2	1	---	12	---	6*
Microcomputer/software for tutors in library	No	2	7	---	6*	4	10	2	5	3	15	--	3	3	9	---	7
Microcomputer/software for tutors in another facility	No	1	8	---	6*	4	10	1	6	1	17	2	1	---	11*	---	7

QUESTIONS	VPL	ADMIN.		DIV. HEADS		SENIORS BR/DIV.		MORALE CTTEE.		BR. HEADS		VPL LIT. CTTEE.		ASL'S		LIBRN. I & II	
LITERACY MATERIALS - cont'd		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Develop software for adult new readers	No	---	9	---	7	3	11	1	6	3	15	--	3	1	11	---	7
Develop software for tutors	No	---	9	---	7	4	10	1	6	3	15	--	3	---	12	---	7
Compile bibliographies	Yes	9	---	7	---	11	3	6	1	16	2	3	--	12	---	7	--
Write literacy materials	No	2*	6*	3*	2*	5*	9*	3	4	2	16	3	--	3	9	2	5
Produce literacy print materials	No	1	8	3*	3*	8	6	4	3	4	14	3	--	5*	6*	1	6
Produce literacy audiovisual materials	No	---	9	---	6*	2	12	2	5	2	16	--	3	1*	10*	---	7
Provide a research collection	Yes	6	3	4	3	11*	2*	6	1	10	8	3	--	10*	1*	5*	1*
Identify literacy collections in the area	Yes	7	2	5*	1*	13*	---	6	1	12*	5*	3	--	10	2	6*	--
Provide a demonstration collection	No	4	5	2*	2*	9	5	6*	---	7	11	3	--	9	3	3	4

*** Not everyone in group answered this question** **Y = Yes** **N = No**

QUESTIONS	VPL	ADMIN.		DIV. HEADS		SENIORS BR/DIV.		MORALE CTTEE.		BR. HEADS		VPL LIT. CTTEE.		ASL'S		LIBRN. I & II	
LITERACY INSTRUCTION		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Train library literacy tutors	No	—	9	---	7	3	11	2	5	—	18	---	3	–	12	–	7
Participate in non-library tutor training	No	3	6	---	7	3	11	1	6	---	18	---	3	2	10	–	7
Participate in ABE ** staff development	No	1	8	---	6*	9	5	1*	5*	8	10	2	1	7	5	3	4
Recruit library literacy tutors	No	---	9	---	7	3	11	1	6	2	16	---	3	—	12	–	7
Recruit non-library literacy tutors	No	1	8	---	7	2	12	1	6	3	15	---	3	2	10	–	7
Recruit students for library program	No	1	8	1	6	3	11	4	3	3	15	---	3	2	10	1	6
Recruit students for non-library program	No	1	8	1*	5*	2	12	—	7	2	16	---	3	2	10	–	7
Evaluate student progress	No	—	9	1*	5*	3	11	—	6	1	17	---	3	1	11	–	7
Provide library-based instruction at another location	No	2	7	1*	4*	5	9	3	4	5	13	---	3	5	7	–	7
Library offered Continuing Education on literacy for staff	Yes	4	5	1*	5*	9	5	3	4	12	6	2	1	10	2	3*	3*

** Adult Basic Education

* Not everyone in group answered this question

Y = Yes N = No

QUESTIONS	VPL	ADMIN.		DIV. HEADS		SENIORS BR/DIV.		MORALE CTTEE.		BR. HEADS		VPL LIT. CTTEE.		ASL'S		LIBRN. I & II	
LITERACY SUPPORT SERVICES		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Provide space for tutoring	Yes	8	1	5*	1*	12	2	7	---	16	2	2	1	11	1	4	3
Publicity about literacy providers	Yes	8	1	5*	---	11	3	6	1	16	2	3	--	10	2	6	1
Publicity about literacy problem	Yes	9	---	5*	---	11	3	7	---	14	4	2	1	10	2	5	2
Maintain information on literacy providers	Yes	7*	1*	4*	1*	12	2	7	---	16	2	3	---	9	3	6*	--
Provide central literacy phone number	No	7	2	3*	2*	11	3	4	3	14	4	2	1	8	4	2	5
Refer requests to literacy providers	Yes	9	---	5*	---	11	3	5	2	13	5	3	---	9	3	6*	--
Follow-up on referrals	No	2	7	1*	2*	4	10	2	5	3	15	1	2	3	9	1*	5*
Provide library tours	Yes	8	1	4*	---	12	2	7	---	17*	1	3	---	12	---	7	--
Member of literacy coalition	Yes	9	---	4	---	10	4	---	---	17	---	3	---	8*	2*	7	--
Coordinate literacy effort in community	Yes	2	7	---	2*	6	8	6	1	6	12	2	1	5	7	3*	3*
Library funds support local literacy efforts	Yes	5	4	3*	1*	7	7	5	2	7	11	1	2	6	6	3*	3*
Administer funds for local literacy efforts	No	2	7	3*	1*	7	7	5	2	4	13	2	1	1	11	1*	5*
Consult with other libraries on literacy	Yes	9	---	3*	---	10	4	7	---	17	1	3	---	10	2	7	--
Provide support service to learners	Yes	7	2	3*	---	10	4	7	---	13	5	3	---	8*	3*	5*	1*

* Not everyone in group answered this question

Y = Yes N = No

APPENDIX I:

Literacy Activities Checklist

LITERACY ACTIVITIES CHECKLIST

This is a list of literacy activities that could be offered by public libraries. Most activities can be grouped into three categories: literacy materials, literacy instruction, and literacy support services. To these we have added a fourth category "other" for anything else that you may be doing that is not included in the list. This list was adapted from Zweizig, Robbins, and Wilcox Johnson *Libraries and Literacy Education: Comprehensive Survey Report*, {School of Library and Information Studies, University of Wisconsin - Madison, 1988}.

LITERACY MATERIALS	**YES**	**NO**
Print materials for adult new readers in library		
Print materials for adult new readers in another facility		
Print materials for tutors in library		
Print materials for tutors in another facility		
Audiovisual materials for adult new readers in library		
AV materials for adult new readers in another facility		
AV materials for tutors in library		
AV materials for tutors in another facility		
Microcomputer/software for adult new readers in library		
Micro/software for adult new readers in another facility		
Micro/software for tutors in library		
Micro/software for tutors in another facility		
Develop software for adult new readers		
Develop software for tutors		
Compile bibliographies		
Write literacy materials		
Produce literacy print materials		
Produce literacy AV materials		
Provide a research collection		
Identify literacy collections in the area		
Provide a demonstration collection		

< please turn page over >

LITERACY INSTRUCTION	YES	NO
Train library literacy tutors		
Participate in non-library tutor training		
Participate in ABE staff development		
Recruit library literacy tutors		
Recruit non-library literacy tutors		
Recruit students for library program		
Recruit students for non-library program		
Evaluate student progress		
Provide library-based instruction at another location		
Library offered Continuing Education on literacy for staff		

LITERACY SUPPORT SERVICES	YES	NO
Provide space for tutoring		
Publicity about literacy providers		
Publicity about literacy problem		
Maintain information on literacy providers		
Provide central literacy phone number		
Refer requests to literacy providers		
Follow-up on referrals		
Provide library tours		
Member of literacy coalition		
Coordinate literacy effort in community		
Library funds support local literacy efforts		
Administer funds for local literacy efforts		
Consult with other libraries on literacy		
Provide support service to learners		

OTHER: ____________________

LAC.DOC/LTCY2- elh
Page 2.
February 9, 1993

APPENDIX J:

Covering Letter for Telephone Survey

January 11, 1995

Name ~
Title? ~
Company ~
Address ~

Dear Salutation ~ :

The Vancouver Public Library has received a joint federal and provincial grant to undertake an evaluation of the full range of literacy services that it provides to its staff and the community at large. At the end of the project, a report will be produced that we hope will serve as a model for evaluation by other libraries in British Columbia and the rest of the country. A copy of the final report will be sent to you in the spring of next year.

As part of the evaluation process, we need to determine how well the Vancouver Public Library measures up to the quality literacy services provided by other public libraries. We have selected a number of libraries on a regional basis to respond to a checklist of possible literacy activities, which is enclosed. These activities have been grouped in a format that will allow your quick response by ***simply checking whether your library does or does not engage in each***. At the end of the list is a category for "other" to enable you to note anything that your library might be doing that was not included above.

Rather than have you mail back the form, we will telephone you and go through the list quickly and note your responses. We plan to call on ***March 10th or 11th between the hours of 1:00 p.m. and 4:00 p.m. local time***. A more convenient time may be arranged at this point if this should prove to be necessary.

The Vancouver Public Library, with a central library and 19 community branches, serves a population of approximately 1.6 million within its catchment area. The building of a new community branch and the planned move of the central library to a new location in 1995 make it important to undertake such an evaluation now, at a time when community awareness is high and planning for future needs is to the fore.

If you have any questions about the checklist or have additional information on library literacy activities, please communicate with me at the address below, or by telephone (604) 665-3559.

We appreciate your assistance.

Sincerely,

Tim Firth, Vancouver Public Library Literacy Evaluation Project
c/o Deputy Director's Office
Vancouver Public Library
750 Burrard Street,
Vancouver, B.C. V6Z 1X5 Canada

TF:slh
encl:1

LEPLTR.DOC/LTCY2 - slh

APPENDIX K:

Telephone Survey:

Individual Libraries' Results

The codes for the Table in this Appendix are:

VPL = Vancouver Public Library
DAW = Dawson Creek Municipal Library
GVI = Greater Victoria Public Library
PRG = Prince George Public Library
PPR = Prince Rupert Public Library
SUR = Surrey Public Library
TER = Terrace Public Library
TRA = Trail & District Public Library
EDM = Edmonton Public Library
HAL = Halifax City Regional Library
HAM = Hamilton Public Library
NYO = North York Public Library
REG = Regina Public Library
WIN = Winnipeg Public Library
YEL = Yellowknife Public Library
BRO = Brooklyn Public Library
DAL = Dallas Public Library
SEA = Seattle Public Library

QUESTIONS	ANSWERS																	
LITERACY MATERIALS	**VPL**	**DAW**	**GVI**	**PRG**	**PRR**	**SUR**	**TER**	**TRA**	**EDM**	**HAL**	**HAM**	**NYO**	**REG**	**WIN**	**YEL**	**BRO**	**DAL**	**SEA**
Print materials for adult new readers	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Print materials for adult new readers in another facility	NO	NO	YES	YES	NO	NO	YES	NO	YES	NO	NO	NO	YES	NO	NO	NO	NO	YES
Print materials for tutors in library	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Print materials for tutors in another facility	NO	NO	YES	YES	NO	NO	YES	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES
Audiovisual materials for adult new readers in library	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Audiovisual materials for adult new readers in another facility	NO	NO	NO	YES	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO
Audiovisual materials for tutors in library	YES	NO	NO	NO	NO	NO	YES	YES	----	YES	YES	YES	YES	YES	NO	YES	YES	YES
Audiovisual materials for tutors in another facility	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	NO	NO	NO	NO
Microcomputers/software for adult new readers in library	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	YES
Microcomputers/software for adult new readers in another facility	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Microcomputer/software for tutors in library	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	YES	NO	NO	NO	NO	YES	NO
Microcomputer/software for tutors in another facility	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

QUESTIONS	ANSWERS																	
LITERACY MATERIALS - cont'd	VPL	DAW	GVI	PRG	PRR	SUR	TER	TRA	EDM	HAL	HAM	NYO	REG	WIN	YEL	BRO	DAL	SEA
Develop software for adult new readers	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	NO
Develop software for tutors	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Compile bibliographies	YES	YES	YES	NO	NO	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES
Write literacy materials	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	NO	YES
Produce literacy print materials	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES	NO	YES	YES	YES	NO	YES	YES	YES
Produce literacy audiovisual materials	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	NO	NO	NO
Provide a research collection	YES	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	YES	YES	NO	YES	YES	NO	YES
Identify literacy collections in the area	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES
Provide a demonstration collection	NO	NO	YES	NO	YES	YES	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	YES

QUESTIONS	ANSWERS																	
LITERACY INSTRUCTION	**VPL**	**DAW**	**GVI**	**PRG**	**PRR**	**SUR**	**TER**	**TRA**	**EDM**	**HAL**	**HAM**	**NYO**	**REG**	**WIN**	**YEL**	**BRO**	**DAL**	**SEA**
Train library literacy tutors	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	NO
Participate in non-library tutor training	NO	NO	NO	NO	YES	NO	YES	NO	NO	YES	YES	YES	YES	NO	NO	NO	YES	NO
Participate in ABE* staff development	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	YES	NO	YES	YES	YES
Recruit library literacy tutors	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	NO
Recruit non-library literacy tutors	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	NO
Recruit students for library program	NO	NO	NO	YES	YES	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	NO
Recruit students for non-library program	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	NO	YES	YES	NO	NO	NO	YES	YES
Evaluate student progress	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	YES	YES	NO
Provide library-based instruction at another location	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	YES	YES	NO	NO	NO	YES	NO
Library offered Continuing Education on literacy for staff	YES	NO	YES	YES	NO	YES	YES	YES	NO	YES	NO	YES	YES	YES	NO	YES	YES	YES

* Adult Basic Education

BEST COPY AVAILABLE

163

164

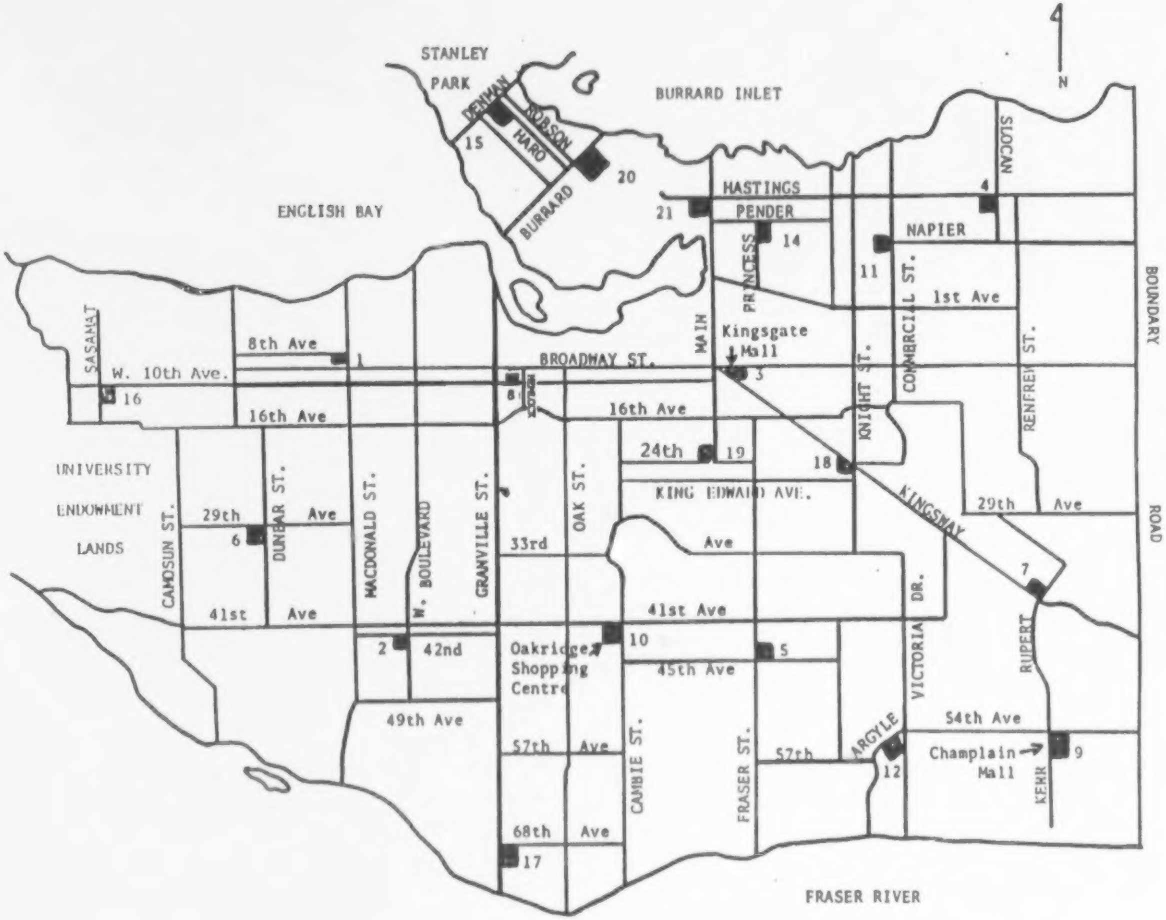
QUESTIONS	ANSWERS																	
LITERACY SUPPORT SERVICES	VPL	DAW	GVI	PRG	PRR	SUR	TER	TRA	EDM	HAL	HAM	NYO	REG	WIN	YEL	BRO	DAL	SEA
Provide space for tutoring	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Publicity about literacy providers	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES
Publicity about literacy problem	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Maintain information on literacy providers	YES	NO	YES	NO	YES	YES	YES	YES	YES	YES	NO	NO	YES	YES	YES	YES	YES	YES
Provide central literacy phone number	NO	NO	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	NO	NO	YES	NO
Refer requests to literacy providers	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Follow-up on referrals	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	YES	YES	NO	NO	NO	YES
Provide library tours	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES
Member of literacy coalition	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES
Coordinate literacy effort in community	YES	NO	NO	NO	YES	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	YES	YES
Library funds support local literacy efforts	YES	NO	NO	NO	YES	NO	YES	NO	NO	YES	YES	YES	YES	NO	YES	YES	NO	NO
Administer funds for local literacy efforts	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO	NO	NO	YES	NO
Consult with other libraries on literacy	YES	NO	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES
Provide support service to learners	YES	YES	YES	YES	YES	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO

APPENDIX L:

Vancouver Public Library System Map

VANCOUVER PUBLIC LIBRARY
BRANCH LOCATIONS

1. Kitsilano
2. Kerrisdale
3. Mt. Pleasant
4. Hastings
5. South Hill
6. Dunbar
7. Collingwood
8. Firehall Library
9. Champlain
10. Oakridge
11. Britannia
12. Fraserview
14. Strathcona
15. Joe Fortes
16. West Point Grey
17. Marpole
18. Kensington
19. Riley Park
20. Central Branch
21. Carnegie


N
STANLEY
PARK
BURRARD INLET
DENMAN
ROBSON
HARO
15
20
BURRARD
ENGLISH BAY
HASTINGS
PENDER
21
14
PRINCESS
NAPIER
11
SLOCAN
4
1st Ave
COMMERCIAL ST.
BOUNDARY
ROAD
MAIN
Kingsgate
Mall
3
BROADWAY ST.
8th Ave
1
SASAMAT
W. 10th Ave.
16
8
HEMLOCK
16th Ave
16th Ave
KNIGHT ST.
RENFREW ST.
24th
19
18
KINGSWAY
KING EDWARD AVE.
29th
Ave
UNIVERSITY
ENDOWMENT
LANDS
29th
Ave
6
DUNBAR ST.
MACDONALD ST.
W. BOULEVARD
GRANVILLE ST.
OAK ST.
33rd
Ave
CAMOSUN ST.
7
41st
Ave
41st Ave
VICTORIA DR.
RUPERT
2
42nd
10
Oakridge
Shopping
Centre
5
45th Ave
49th Ave
54th Ave
57th
Ave
57th
ARGYLE
12
Champlain
Mall
9
KERR
CAMBIE ST.
FRASER ST.
68th
Ave
17
FRASER RIVER

168

169

BEST COPY AVAILABLE

APPENDIX M:

Action for Literacy Statement

from the Canadian Library Association

Action for Literacy Interest Group

The Canadian Library Association believes that:

1. Every person has an equal right to access to information, to all forms of knowledge, to creativity and intellectual activity.
2. Literacy is a basic human right. Literacy creates the conditions by which citizens can participate in decision-making in all areas of society, including economics, political, social and cultural activities.
3. People learn in many different ways throughout their lives. Life-long education, formal and informal, should be available for every person in Canada.
4. Libraries have an important role to play in promoting literacy and life-long learning.

As a result, the Canadian Library Association encourages its members to take action in their communities to promote literacy and life-long learning through the following activities.

a) Find out about literacy needs and resources in your community.

b) Recognize that people who have difficulty with reading and writing have the right to use the library and all its services.

c) Provide training programs for library staff to increase awareness about literacy, and to develop sensitivity and skill in responding to the needs of people who have difficulty with reading and writing.

d) Make sure that people have access to library materials, facilities, equipment and staff assistance without having to depend on printed information.

e) Provide print and non-print resource material about literacy and literacy issues for learners, literacy practitioners and the general public.

f) Advocate and solicit funding for adequate and appropriate library and information services for people who have difficulty with reading and writing.

g) Encourage libraries and library organizations to work with literacy programs and adult learners' groups to develop library and information services that effectively meet the needs of people who have difficulty with reading and writing.

Action for Literacy Statement - cont'd

h) Develop services to meet the special needs of people who have difficulty with reading and writing such as:
   - information and referral services that don't depend on print;
   - information about literacy programs in the community;
   - space, equipment and time for literacy programs or individual tutoring;
   - literacy programs developed in consultation with the community

i) Implement a book selection policy which includes materials for adults at a variety of reading levels, including the beginning level. Guidelines for selecting adult literacy materials are available from various literacy organizations.

j) Ensure that print and non-print materials for adult new readers are easily accessible.

k) Promote the publication of print and non-print materials that are interesting and useful for adult new readers, such as:
   - collection of writing by adult literacy students;
   - bibliographies of adult literacy materials;
   - materials produces in more than one medium - print/video/audio tapes

l) Use clear language and design in all communications, especially those intended for library users.

APPENDIX N:

Ontario Library Association

Literacy Services Guild's Questionnaire

on Literacy Services in

Ontario Public Libraries

Literacy Services in Ontario Public Library Questionnaire

Literacy services in Ontario public libraries – A questionnaire

The Literacy Services Guild of the Ontario Library Association (OLA) is circulating this questionnaire with the cooperation of Alpha Ontario - The Literacy and Language Training Resource Centre. Our goal is to learn more about what your library is doing in the area of adult literacy. In this way, we will be better able to plan and design services that will support the literacy work in your library and other libraries throughout the province.

Please complete and return by August 31, 1993 to:

Alpha Ontario
21 Park Road
Toronto, ON
M4W 2N1
Fax: (416) 397-5915

If you have any questions, contact:
Elizabeth Ridler
OLA Literacy Services Guild
Phone (416) 444-2885

If you wish your branches to answer this questionnaire, please make as many copies as you require.

Name of Library: __________

Name of Branch: __________

Address: __________

____

Phone __________ Fax __________

Contact Person __________

Contact Phone __________ Fax __________

Please add my name to Alpha Ontario's mailing list. Y ☐ N ☐

I would like to become a member of the Literacy Services Guild of the OLA. Please send me information about how to join the Guild. Y ☐ N ☐

BEST COPY AVAILABLE

Literacy Services in Ontario Public Library Questionnaire - cont'd

Part A

Alpha Ontario is a resource centre for people involved in adult literacy and immigrant language training in Ontario. We provide collections and services in both English and French for practitioners, volunteer tutors, teachers, learners, researchers, and the general public.

Part of Alpha Ontario's mandate is to assist public libraries in Ontario to strengthen library services in literacy. As you may be aware, Alpha Ontario is currently providing a range of services in adult literacy. To help us provide the services that you need, please indicate which of the following Alpha Ontario services would be useful to your library.

A.1

Responding to information requests	Y ☐	N ☐
Assisting in the selection of literacy materials	Y ☐	N ☐
Providing publishers' information	Y ☐	N ☐
Developing lists of materials on literacy	Y ☐	N ☐
Referring to others in the field	Y ☐	N ☐
Providing deposit collections of Alpha Ontario materials	Y ☐	N ☐
Cataloguing of literacy materials	Y ☐	N ☐
Other (List other services that you would like Alpha Ontario to provide.)	Y ☐	N ☐

____

____

____

A.2

Does your library publish the following materials:

Literacy brochures	Y ☐	N ☐
Bibliographies of literacy materials	Y ☐	N ☐
Literacy materials	Y ☐	N ☐

If yes, please enclose a copy of each publication with this questionnaire. We will add these materials to the Alpha Ontario collection.

To find out more about Alpha Ontario's services in adult literacy and how we can assist your library, please phone 1-800-363-0007 or 416-397-5900. (Services pour francophones 1-800-463-7880 ou 416-397-5902)

Literacy Services in Ontario Public Library Questionnaire - cont'd

Part B

The mandate of the Ontario Library Association Literacy Services Guild is to promote adult literacy by providing educational opportunities and materials on literacy to the library community, by communicating and cooperating with literacy groups and agencies and by creating links between libraries and literacy groups. The Literacy Services Guild will use the responses to this questionnaire to develop and support libraries and literacy networking.

The questionnaire is organized into four areas. Please indicate what your library is doing in each area.

B1. Literacy materials
B2. Literacy instruction
B3. Literacy support services
B4. Other

The "other" category allows you to list anything else that your library may be doing that is not included in the first three areas.

Please indicate by checking Y (yes) or N (no) whether your library does each activity.

Y☐ N☐ Board policy statement linking libraries with literacy

Y☐ N☐ Community-based advisory committee to assist with selection of material.

B.1 Literacy Materials

One of the ways for libraries to support literacy in the community is to provide materials. Please indicate whether your library does the following

Y☐ N☐ Collection development statement for literacy materials.

Y☐ N☐ Collects printed materials for adult new readers in library

Y☐ N☐ Collects printed materials for adult new readers in another facility

Y☐ N☐ Collects printed materials for tutors in library

Y☐ N☐ Collects printed materials for tutors in another facility

Y☐ N☐ Collects audiovisual materials for adult new readers in library

Y☐ N☐ Collects AV materials for adult new readers in another facility

Y☐ N☐ Collects AV materials for tutors in library

3

Literacy Services in Ontario Public Library Questionnaire - cont'd

Y☐ N☐ Collects AV materials for tutors in another facility.
Y☐ N☐ Collects microcomputer/software for adult new readers in library.
Y☐ N☐ Collects micro/software for adult new readers in another facility.
Y☐ N☐ Collects micro/software for tutors in library.
Y☐ N☐ Collects micro/software for tutors in another facility.
Y☐ N☐ Develops software for adult new readers.
Y☐ N☐ Develops software for tutors.
Y☐ N☐ Compiles bibliographies.
Y☐ N☐ Writes literacy materials.
Y☐ N☐ Produces literacy print materials.
Y☐ N☐ Produces literacy AV materials.
Y☐ N☐ Provides a research collection in the area of adult literacy.
Y☐ N☐ Identifies literacy collections in the area.
Y☐ N☐ Provides a collection of sample literacy materials that could be used for selection purposes.

B.2 Literacy Support Services

Does your library support literacy in your community by providing the following services?

Y☐ N☐ Library offers professional development for literacy staff.
Y☐ N☐ Provides space for tutoring.
Y☐ N☐ Publicity about literacy providers.
Y☐ N☐ Publicity about issues of adult literacy.
Y☐ N☐ Maintains information on literacy providers.
Y☐ N☐ Refers requests to literacy providers.
Y☐ N☐ Provides library tours.
Y☐ N☐ Member of literacy coalition or network.
Y☐ N☐ Coordinates literacy effort in community.
Y☐ N☐ Library funds support local literacy efforts.

Literacy Services in Ontario Public Library Questionnaire - cont'd

Y☐ N☐ Administers funds for local literacy efforts.
Y☐ N☐ Consults with other libraries on literacy.

B.3 Literacy Instruction

Y☐ N☐ Does your library offer adult literacy instruction; such as, one-to-one tutoring, small group learning, or classroom activities?

B.4 Other

List any other services that your library provides in support of adult literacy.

B.5 Comments

Thank you for your assistance!

References and acknowledgements:
In developing this questionnaire, we referred to the *Literacy Activities Checklist* prepared by the Vancouver Public Library Literacy Evaluation Project. We thank the Vancouver Public Library for giving us permission to use portions of their *Checklist* in this questionnaire. We also referred to an American Library Association publication: *Evaluation of adult library literacy programs: A structured approach* by D.L. Zweigzig, D.W. Johnson, and J.B. Robbins, 1990

APPENDIX O:

"Priorities for Literacy in Canada":

Article from LitLines 2 (Summer, 1993)

Priorities For Literacy in Canada

The Canadian Library Association endorses the **Priorities for Literacy Action in Canada**, a collective statement by the Canadian Alliance for Literacy. The priorities are summarized here:

- Literacy is a basic human right.
- Raising literacy levels is a collective responsibility.
- Literacy services must be provided in Canada's official languages.
- Literacy programs must put the learner first.
- Good practices and policies are needed.
- Written materials need to be in plain language.
- Special needs of literacy learners must be accommodated.
- Quality literacy programs must be made available.
- Literacy, oral tradition, and diversity must be respected.
- Support for low level readers and writers is required.

Organizations are requested to endorse the statement. Input on the list of priorities can be sent to or a copy of the paper is available from:

Margaret M. Main
Deputy Chief Librarian
Ottawa Public Library
120 Metcalfe Street
Ottawa, Ontario
K1P 5M2

APPENDIX P:

Outside Experts' Comments

Our outside experts were:

Dr. Richard Darville, Carelton University
Ene Haabniit, Literacy Consultant
Suzanne Ives, Victoria READ Society
Dr. Linda Shohet, Centre for Literacy, Dawson College
Joan Brown Hicks, Halifax City Regional Library
Literacy BC Learners Caucus

Here are excerpts from the comments that they made. Not everyone had replied to us by the time we printed this report.

Comments from Ene Haabniit

The Vancouver Public Library's Literacy evaluation project (Quigley, Kripps & Firth, 1994) presents the results of a study which focused on how well the library is meeting the needs of English-speaking adult learners enroled in adult literacy or adult basic education (A.B.E.) programs in the Vancouver area. The report of the project documents relevant literature, describes evaluation methods used by the evaluation team, identifies barriers to library use by adult learners, and makes a large number of recommendations about how to improve library services to adult learners and the literacy community as a whole. The following selected comments and questions are provided for the consideration of the Project Evaluation team, the Vancouver Public Library (VPL) and other libraries who may use this project as a model.

Background:

- Since the study focuses on the needs of adult learners, it would be useful to know the total number of learners in adult literacy and A.B.E. programs in the Vancouver area. Also, since we know that many people who do not read well do not attend such programs, an estimate of the total number of people who are likely to face the kinds of barriers identified in the study would also be useful. In short, how many people are potentially effected by the report's recommendations?

Project Objectives:

- One of the stated goals of the project is to provide an evaluation model for other libraries to follow. The VPL project does this successfully both by identifying the range of possible literacy services that public libraries can provide (and therefore evaluate) and by describing a variety of methods for in-depth investigation of specific aspects of one library's literacy services. Specifically, the VPL study focuses on documenting the perceptions and suggestions of adult learners, literacy workers and library staff to existing library services and analyzing the use, organization and scope of the special literacy collections located in VPL branches. While other libraries might wish to focus on other aspects of literacy services, the VPL approach would be a good starting point for other such projects.

Evaluation Process/Methodology:

- Another of the project's objectives is to identify existing standards for literacy services in libraries. While no comprehensive standards were found, a number of useful tools for evaluating and developing public library literacy services are identified. One of these is Libraries, learners and literacy: A staff training and planning guide, a document written by me for the British Columbia Library Association (Haabniit, 1990). However, the "checklist" derived from this guide by the project team does not accurately reflect the scope or content of the original guide, making use of the checklist in the evaluation process questionable. Interested readers should refer to the original document for more information.

Comments from Ene Haabnlit

Evaluation Process/Methodology: (cont'd)

- Given the importance of the comments from focus groups held with adult learners and literacy providers, it would be useful to know more about the participants in the adult learner focus group (For example, how were the participants selected? Are the programs they are associated with representative of particular types of literacy programs in the Vancouver area? Which branches of VPL do they use? What is the age range and male/female ratio? What ethno-cultural groups were represented?) Also, it would be useful to know more about the questions asked of the focus group participants, by including a sample questionnaire.
- Large sections of the report focus on analyzing usage of the literacy collections at the Main Branch and selected branch libraries through the analysis of circulation statistics and other methods. While one stated purpose for collecting these statistics is to establish a "base line" for future comparisons, it is extremely difficult to determine the significance of many of the statistics presented. (For example, what does the fact that most books in the literacy collection circulate an average of 1.97 times during a three and a half month period mean? Is this a high or low level of usage?)

Readability & Organization of the Report:

- Because of the large number of recommendations listed in the first section of the report and the many focus group comments in the Appendix, these sections of the report would be easier to "digest" if they were categorized by topic. This would also make it easier to see the correlation between focus group comments and recommendations.
- The large number of tables make the report difficult to read, especially since the "results" section often provide no guidance in interpreting the significance of the tables. It would be helpful to have key findings noted in the text of each section, perhaps with all the tables in Appendices for those who need to refer to them.
- It would be very useful to summarize key findings of the report in the introduction or a separate, short conclusion.

Some Questions for Further Reflection and Action:

Staff awareness and training: What specific skills, knowledge and attitudes do library staff need, in order to provide improved services to adult learners and other adults who do not read well? Are there skills other than "library skills" which are important? (For example, understanding of adult literacy and adult education principles and program? outreach skills? customer services skills?) How can these best be acquired? (secondments? formal training in literacy/adult education? staff sensitization workshops?)

Comments from Ene Haabnilt

Some Questions for Further Reflection and Action: (cont'd)

Library orientation and instruction: Comments from learners suggested that they would like more orientation and instruction in "how libraries work." What can public libraries learn from colleagues in college libraries who routinely help people at all reading and skill levels learn to use large libraries. Are there public libraries that do a particularly good job of library orientation and instruction?

Staff Recruitment: Part of the issue of "approachability" may be related to the fact that librarians are "different" from learners in terms of age, appearance, race, social class and so on. What policies can the Library Board and Administration develop to recruit staff (at all levels) who reflect the diversity of Vancouver and who have an understanding of cultural and social differences?

Success Stories: While much of the evaluation report focuses on barriers to library services and ways of improving library services, it is also clear that there are many adult learners who have become appreciative library users. What strategies did they find most effective in learning to use libraries? How do they use libraries and what impact has this had on their lives?

In conclusion, I would like to congratulate the evaluation team on a job well done and wish the Vancouver Public Library success in ensuring that all members of the community it serves can benefit from its resources.

Comments from Suzanne Ivse

Thank you very much for inviting me to serve as an "Outside Expert" on the Vancouver Public Library's Literacy Evaluation Project. It is an important document which will provide a highly useful mode for other libraries wishing to conduct a similar study.

In answer to your questions, I find that the report does fulfil the Project's objectives. The recommendations follow from the discussions, and all of the activities seem quite appropriate to the aims of the Project. I found the explanations about library process clear even though I am not a Librarian.

The only concern which I have about the document is its accessibility for readers. My recommendations are to more clearly define your explanation of plain English and the report's audience. I also recommend that you examine what kinds of structural changes could be made to allow people to orient themselves within the document more comfortably.

In closing, I would like to commend you and all of the people who participated in the project. I believe that this ground-breaking report will prove essential to the libraries and literacy community in helping to make libraries more accessible for adult learners.

Comments from Dr. Linda Shohet

I was extremely impressed with the Vancouver Public Library Literacy Evaluation Project in terms of its design and its honesty. Too many evaluations are undertaken merely to validate current practice or to mollify funders. It is rare to read reports that offer a clear identification of shortcomings along with recommendations for change that recognize limits as well as possibilities. In these respects, the VPL report is exemplary and should indeed serve as a model for other libraries.

As suggested, I have tried to organize this response around the five questions you posed.

1) Does the report fulfil the project's objectives?

   Yes, in every way, and very thoughtfully. In reflecting on the provision of literacy activities, you have pointed out strengths and weaknesses equally. For example, on p.35, you acknowledge that learners perceived that they did not receive enough one-on-one assistance, and you then make recommendations about enhanced staff training. However, you also note that staff is overworked, that no increase in staffing is likely, and therefore, you add more suggestions about improved signage and access and better self-service possibilities that could reduce demand. This kind of analysis is typical throughout the report.

2) Do the recommendations in each section make sense? Do they follow from discussion?

   Again, yes they seem quite coherent in the context of each section. What I might find helpful (and this may be more appropriate in response to #5) would be a section that organized the recommendations by topic. As they stand, there are similar recommendations that turn up in different sections and when reading them as a list at the beginning of the report, some seem repetitious. The other possibility would be to cross-reference similar or related ones, e.g., those related to staff development. #2, #4, #10, #11, and #20 could be grouped or cross-referenced.

3) Were the activities carried out appropriate to the aims of the project?

   They seemed entirely appropriate and designed to access the same information in different ways. For example, the survey of users was corroborated by the anonymous site visits, or the panel of experts corroborated the experiences of the focus groups. The one glaring omission was a lack of familiarity with the Canadian Literacy Thesaurus which was published two years ago with the intention of helping libraries and resource centres catalogue literacy materials. In the section of Library Collection Analysis, I was surprised that you had not used the Thesaurus in the discussion on access (p.74) or in the recommendations. Given that this is a Canadian resource developed for Canadian libraries, I wonder whether some members of your team might want to at least consult it before concluding the final copy of the report.

Comments from Dr. Linda Shohet - cont'd

4) Is the report written in plain English? Are the explanations about library processes clear to non-librarians?

   For the most part, it is clearly written. There are a few inconsistencies that recur throughout the text that should be corrected before printing the final copy.

   I may not be the right person to ask about library processes. I have not been trained in the field, but have worked on library-related projects and so am somewhat familiar with most of the processes you describe. The only parts that might give some reader difficulty are the references to DYNIX. They may need some annotation.

5) Is the document well laid out, and easy to follow?

   Here, I have some recommendations. Although you made a deliberate decision to keep all tables together at the end to maintain the flow of the document, that choice had the opposite effect on me. Many of the discussions were difficult to follow or meaningless without the tables or results for reference and flipping back and forth was far more disruptive for me than having them on the same or adjoining page. Two examples will suffice. On page 32, the discussion of topics and points of agreement between staff and learners is incomprehensible without the table. Again, on p. 45, the staff awareness survey needs to have results on the page. I would reconsider the decision to separate tables, graphs, etc.

   Some comments not covered by the questions. There is a predisposition in the report to talk about literacy materials mainly in terms of books and videos. One of the reasons for developing the Canadian Literacy Thesaurus was the recognition that so much literacy material falls outside the framework of traditional library categories. That reality should be acknowledged somewhere. The other note regards the audience for materials in family and workplace literacy. Your collection is focused on only learners, but there are many kinds of materials written for tutors, researchers, etc, especially under those two headings. Do you ever expect to expand your mission to include other clients for literacy information?

Summary

This report lays outs a procedure for evaluation that should be welcomed by libraries involved with literacy all over North America. It is comprehensive, thoughtful and honest. It also raises some issues that should be addressed in other forums, including the predisposition of learners towards visual materials rather than books. As libraries become more and more involved with information and technology, they will have to consider what role they have to play in literacy besides providing access to books. Yours is the only report I have seen that has documented some of the trends and habits of learners in libraries. There is much to be further explored and shared beyond libraries.

Vancouver Public Library has done the literacy community of Canada a service in carrying out this project and sharing it. Congratulations. I look forward to receiving a final copy.